



PBS | LearningMedia™

Teacher Technology Usage

Prepared by: VeraQuest, Inc.

Prepared for: PBS

Date of Survey: January 15 - 20, 2013

Objectives

On behalf of PBS LearningMedia, VeraQuest conducted a survey among teachers to better understand:

- The amount and type of technology platforms in America's classrooms, including identification of emerging trends, such as increased tablet usage;
- How frequently and for what purposes teachers are using this technology in their classrooms;
- Teachers' attitudes toward technology in their classrooms; and
- Training needs.

Executive Summary

There are many benefits cited by teachers when it comes to the use of educational technology in the classroom, with the most prevalent among them being the ability to:

- Reinforce and expand on content (74%)
- Motivate students to learn (74%)
- Respond to a variety learning styles (73%)

For the most part there is very little that teachers see as negative about educational technology: almost seven-in-ten (69%) of teachers say educational technology allows them to “do much more than ever before” and 62% say that “technology is a new and exciting way of communicating with and motivating students.” Only 6% say it requires too much planning and 7% describe it as a crutch.

The following technology applications are the most often used by teachers: online lesson plans (48%), web-based interactive games (45%), and as a delivery vehicle for information to parents/students (44%).

Executive Summary (Continued)

A year-over-year comparison of educational technology in the classroom shows that the availability of tablets and handheld devices have grown substantially in the past year. Access to tablets in the classroom are up to 35% from 20% and handheld devices, up to 36% from 26%.

Among teachers who use tablets, 71% cite the use of educational applications as the most beneficial for teaching, followed by educational websites (64%) and educational e-books/textbooks (60%).

Overall, more than two-thirds (68%) of teachers expressed a desire for more classroom technology and this number is even greater in low-income schools (75%).

About four-in-ten teachers indicate they asked or are likely to ask for educational technology this year.

Half of all respondents say they were “comfortable experimenting with new technology”.

Executive Summary (Continued)

Among teachers who currently don't have access to these technologies, Interactive White Boards and Pads/tablets would be the most sought types of technology by (34% and 33% respectively) if grant money were available to them, followed by PCs/laptops (28%).

For the most part, teachers view educational technology as a teaching tool, but devices like PCs/laptops, tablets and game devices are also viewed as self-learning tools for students.

Study Methodology

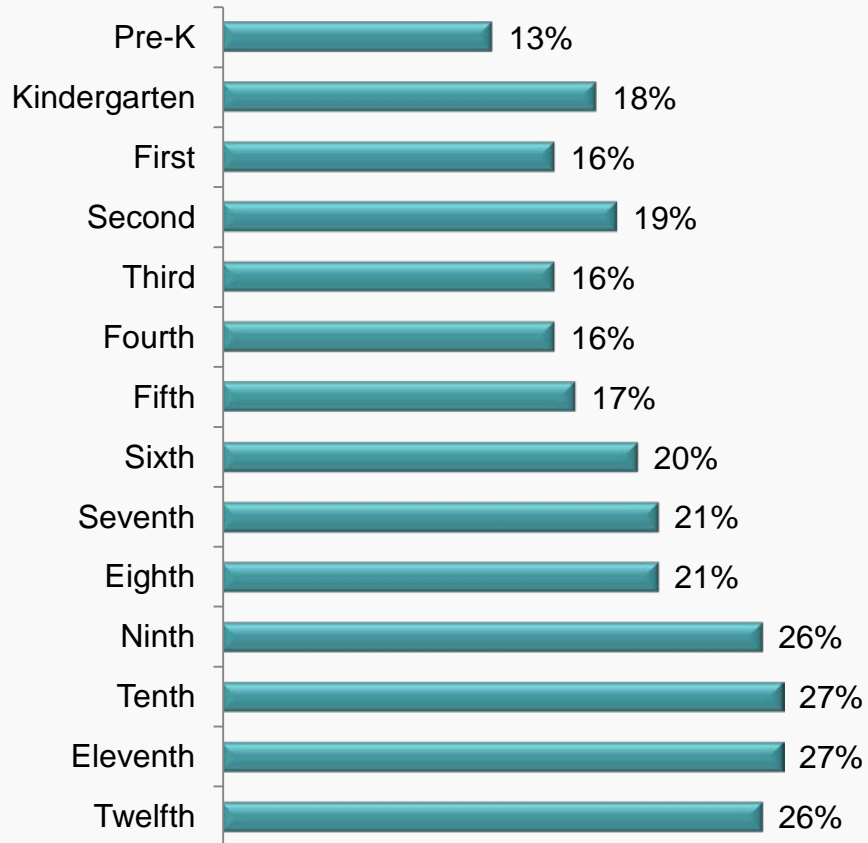
Sample

Respondents were recruited from the uSamp panel (www.usamp.com). This panel has over 2 million members in the U.S. who have been recruited through a number of different panel enrollment campaigns. Panelists are required to double opt-in to ensure voluntary participation in the surveys they are invited to complete. Respondents receive points for the surveys they complete that can be accumulated and redeemed for a variety of products.

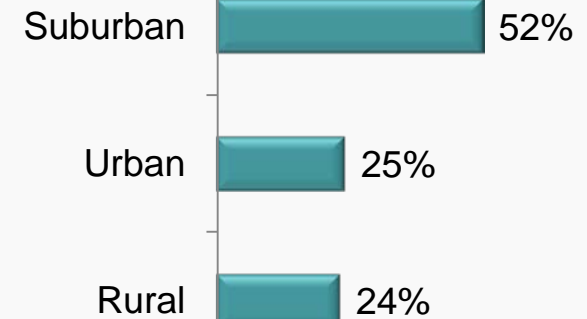
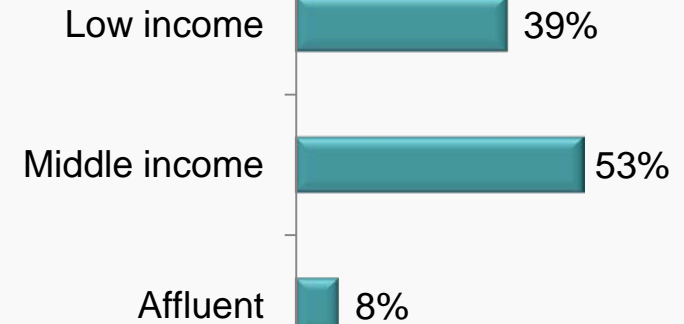
Respondents were randomly selected from a uSamp panel of pre-K thru grade 12 teachers to be generally proportional of the demographic strata of total U.S. Teachers. Once selected, respondents were sent an invitation to a protected web-based survey which ensured that only the intended recipient could complete the survey, and that the survey could only be completed once. There were 503 respondents from the U.S. who reported being teachers who completed the survey.

In some instances, percentages may not add to 100% due to rounding.

Grades Taught



School Description

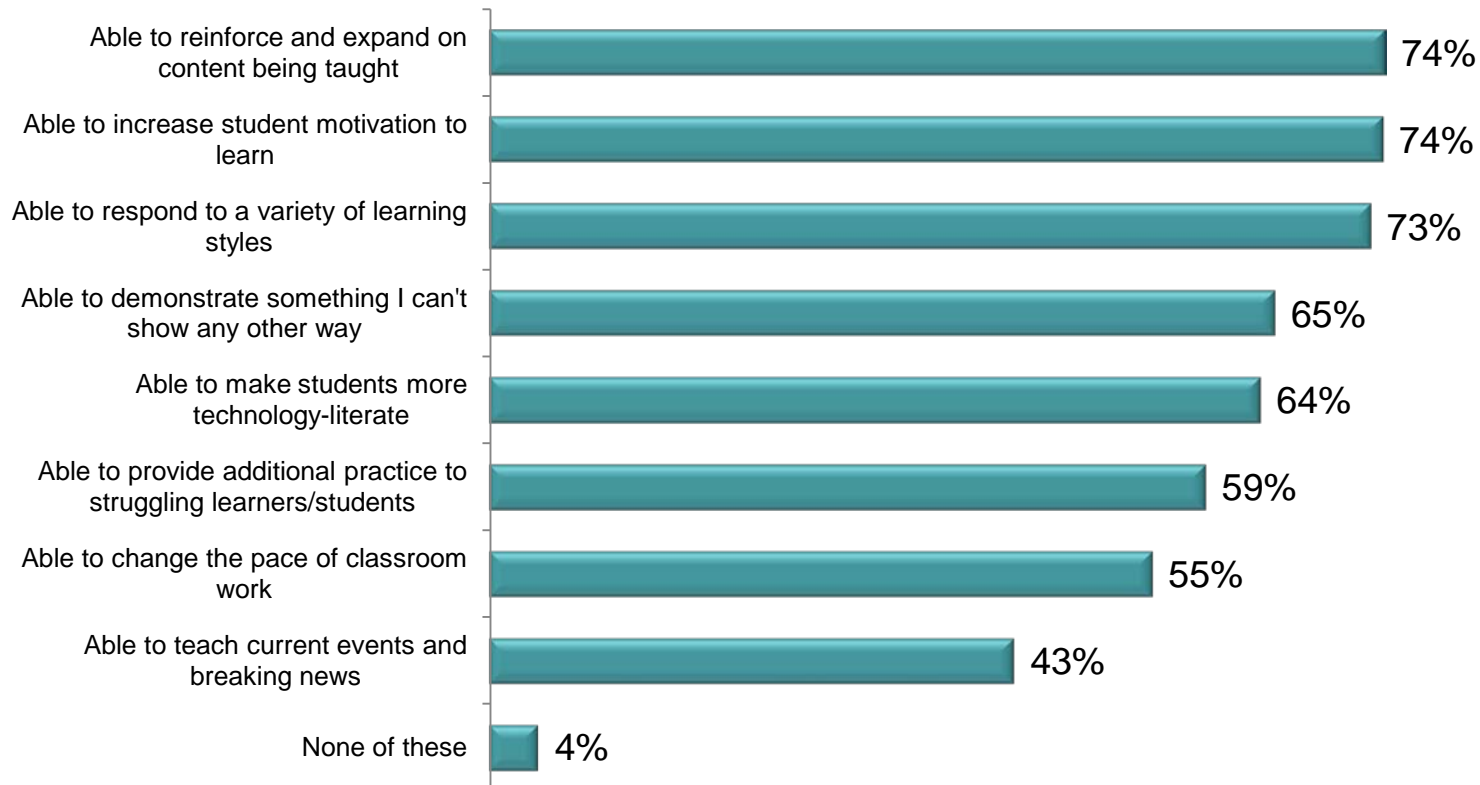


Key Findings

Top-rated educational technology benefits include the ability to reinforce and expand on content (74%), to motivate students to learn (74%) and to respond to a variety learning styles (73%).

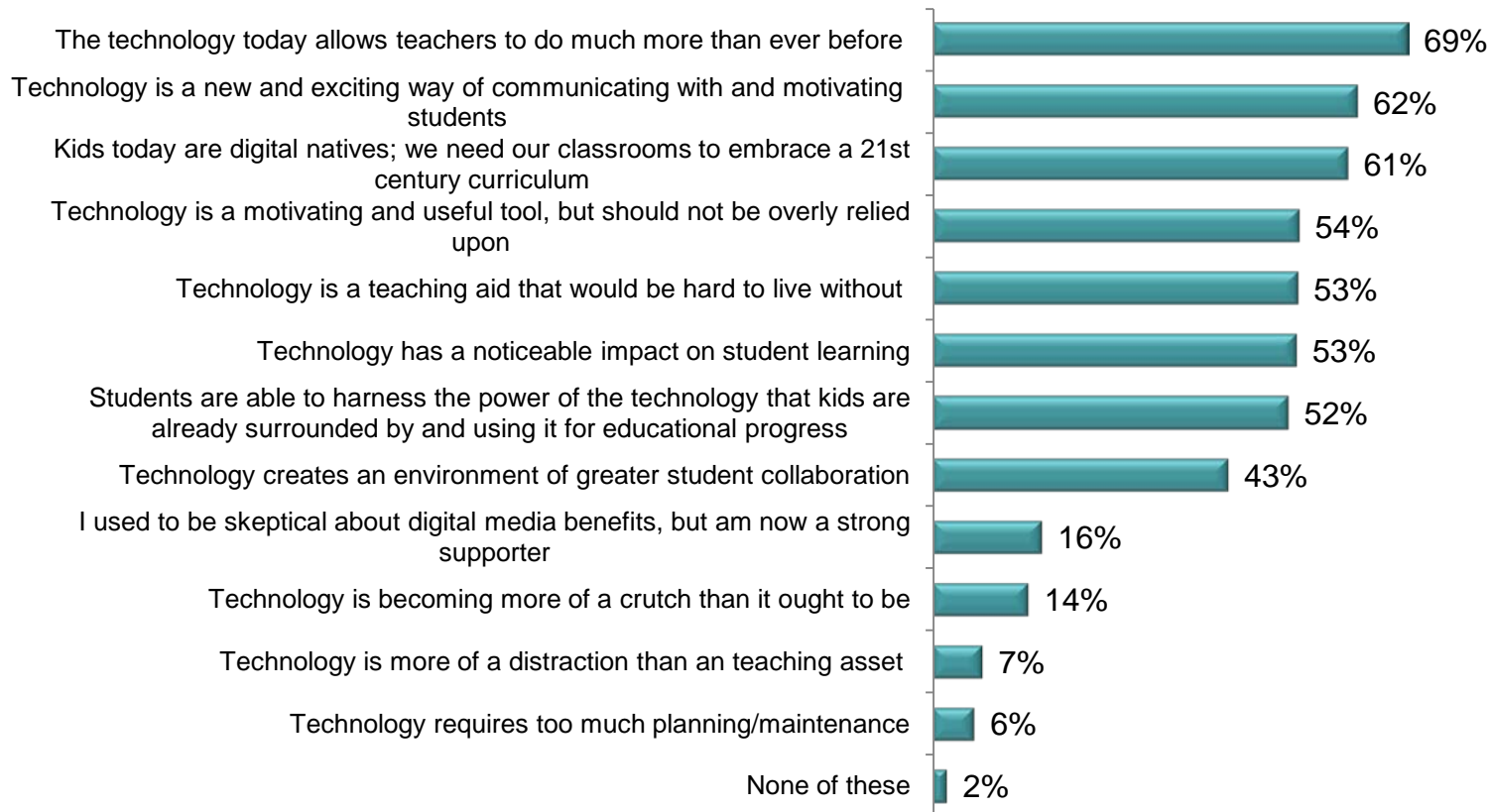
Benefits Realized Due to Use of Technology

- among teachers who have access to some type of technology -



Technology is largely viewed as a positive – with few perceived negatives. Almost seven-in-ten teachers say technology allows them “to do much more than ever before.”

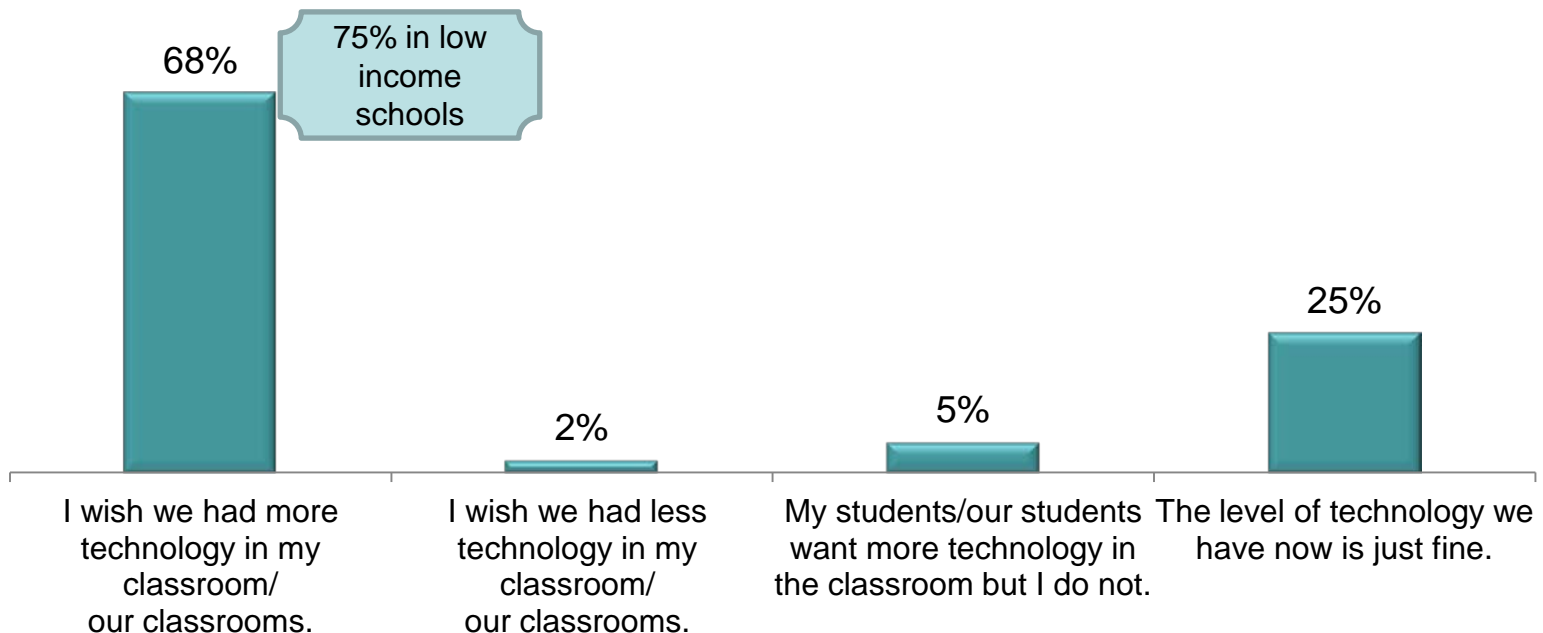
Attitudes Towards Use of Technology in the Classroom - among total teachers -



More than two-thirds of teachers (68%) express a desire for more classroom technology. That figure rises to 75% among teachers from low income schools.

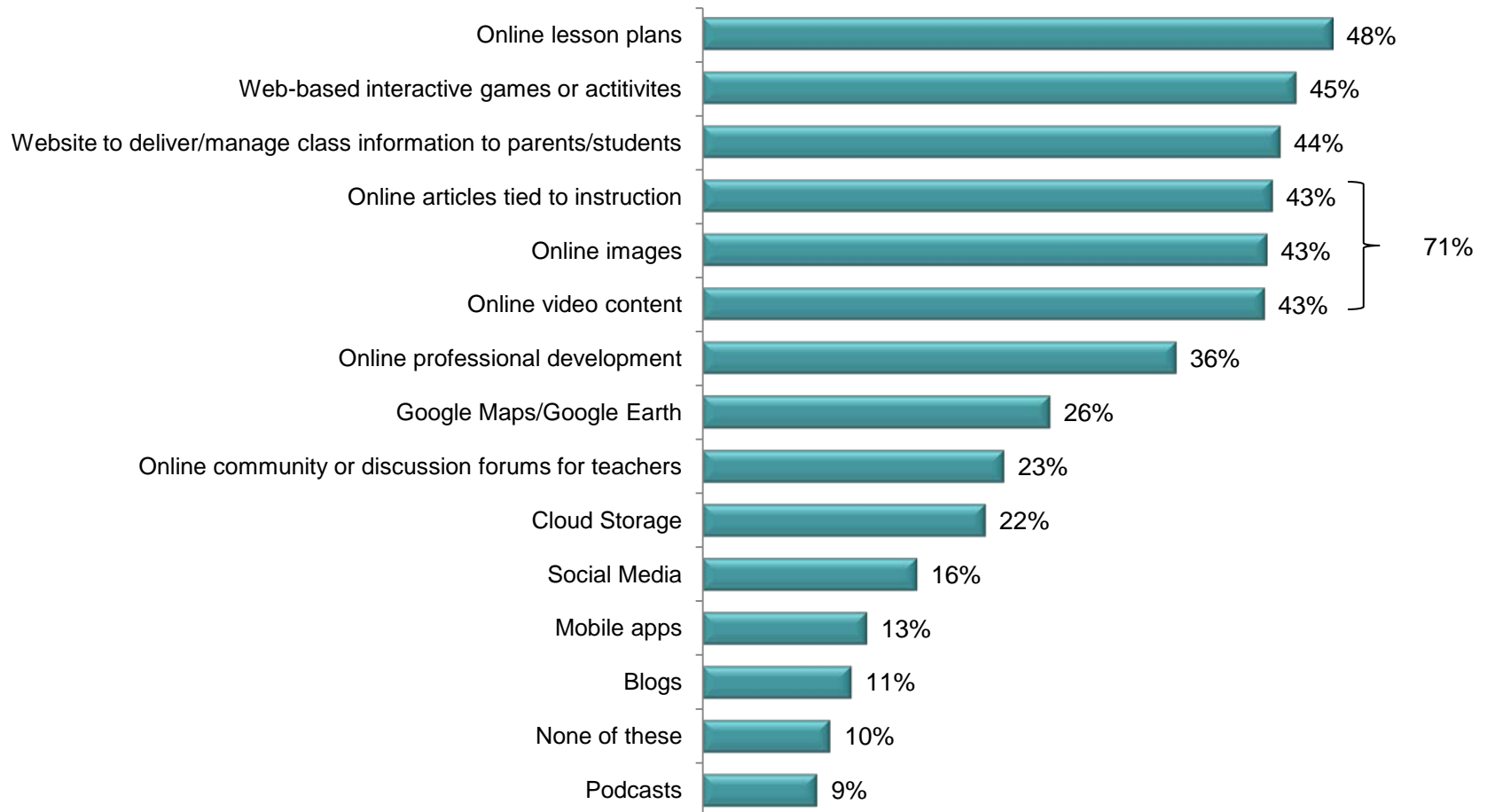
Opinion on Current Level of Technology in Classroom

- among total teachers -



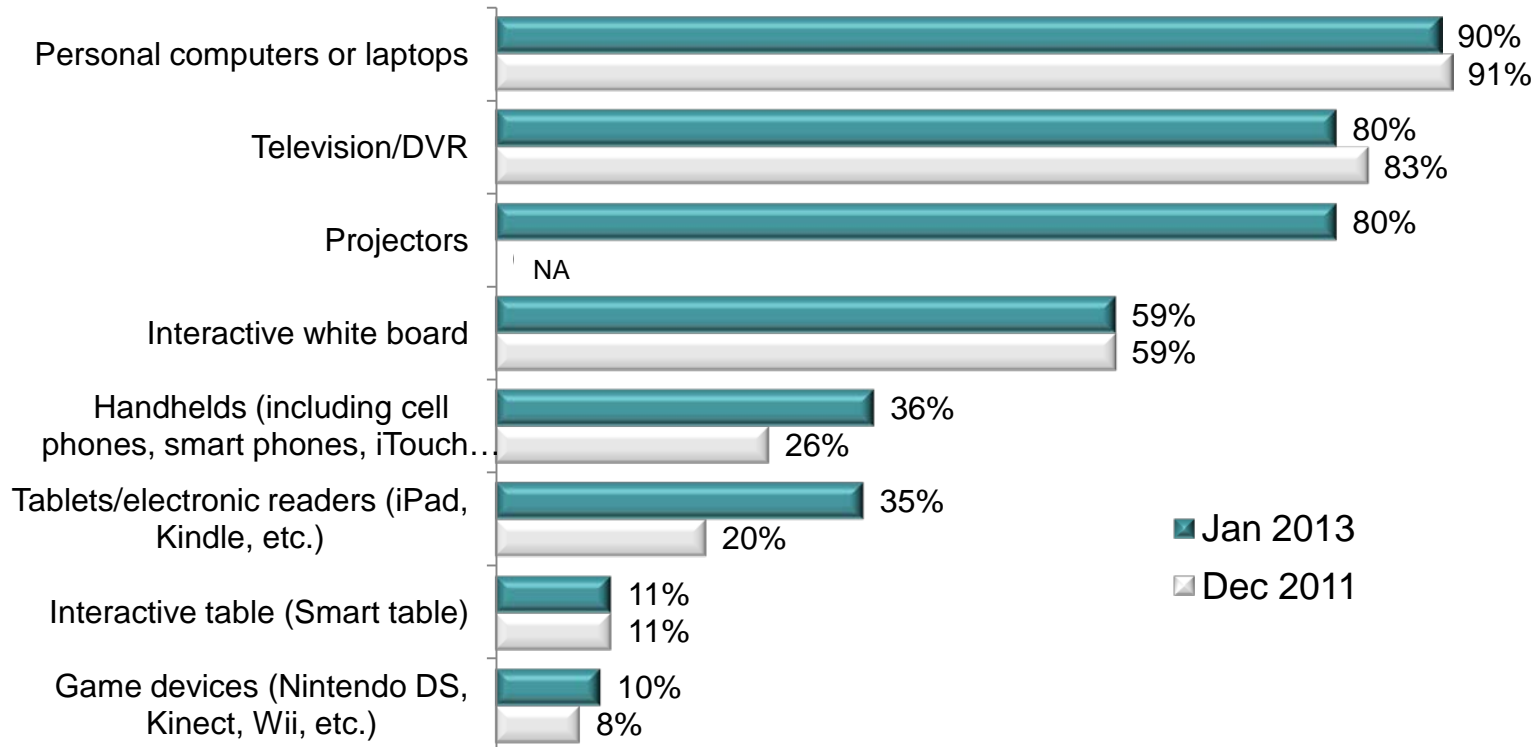
The following applications are most often used by teachers: online lesson plans, web-based games, the delivery of information to parents/students, and online images, articles and video content.

Technology Resources Currently Use to Supplement/Support Teaching Efforts - among total teachers -



Tablets/e-readers saw the greatest increase in classroom penetration in the past year.

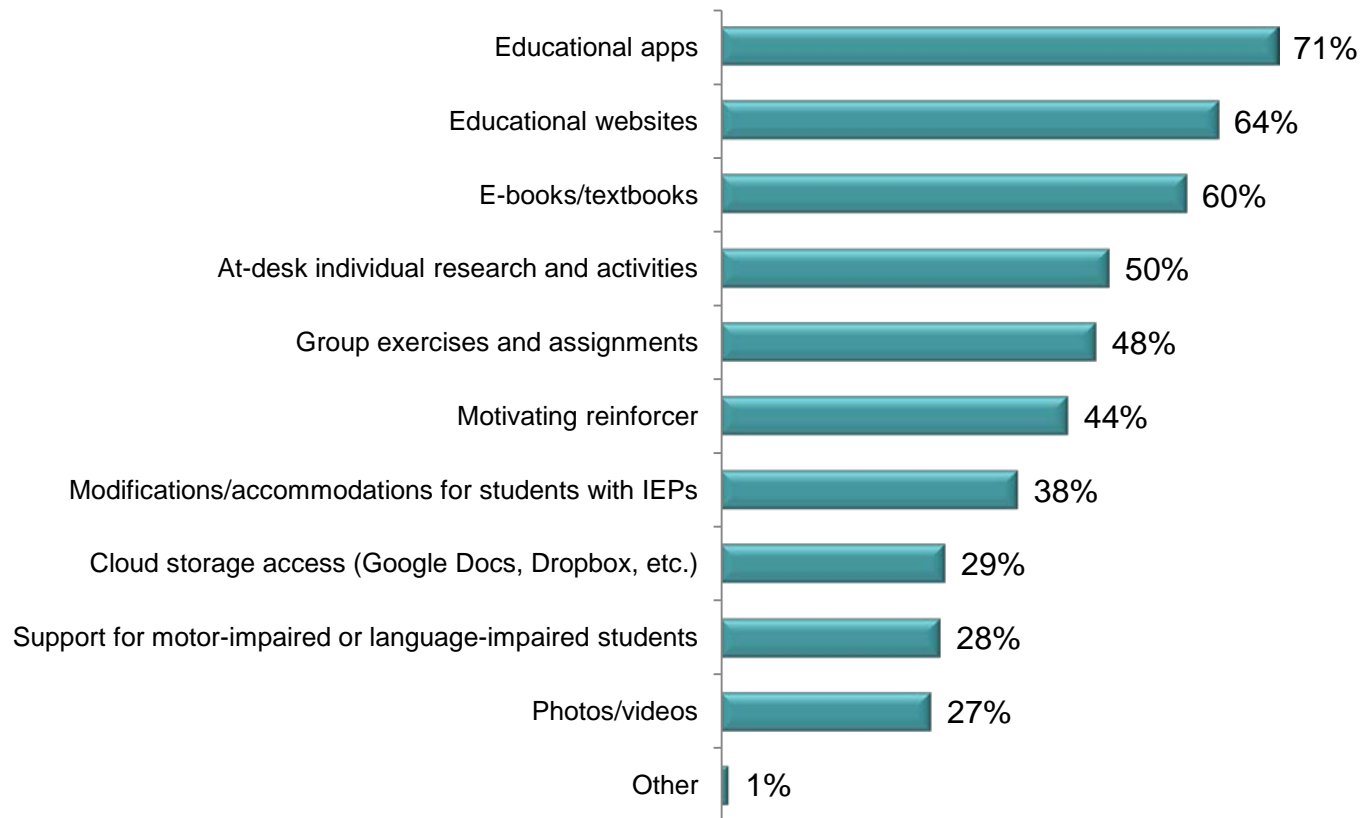
Technologies Teachers Have Access to in the Classroom - among total teachers -



Among teachers who use tablets, 71% cite the use of educational applications as the most beneficial for teaching, followed by educational websites (64%) and educational e-books/textbooks (60%).

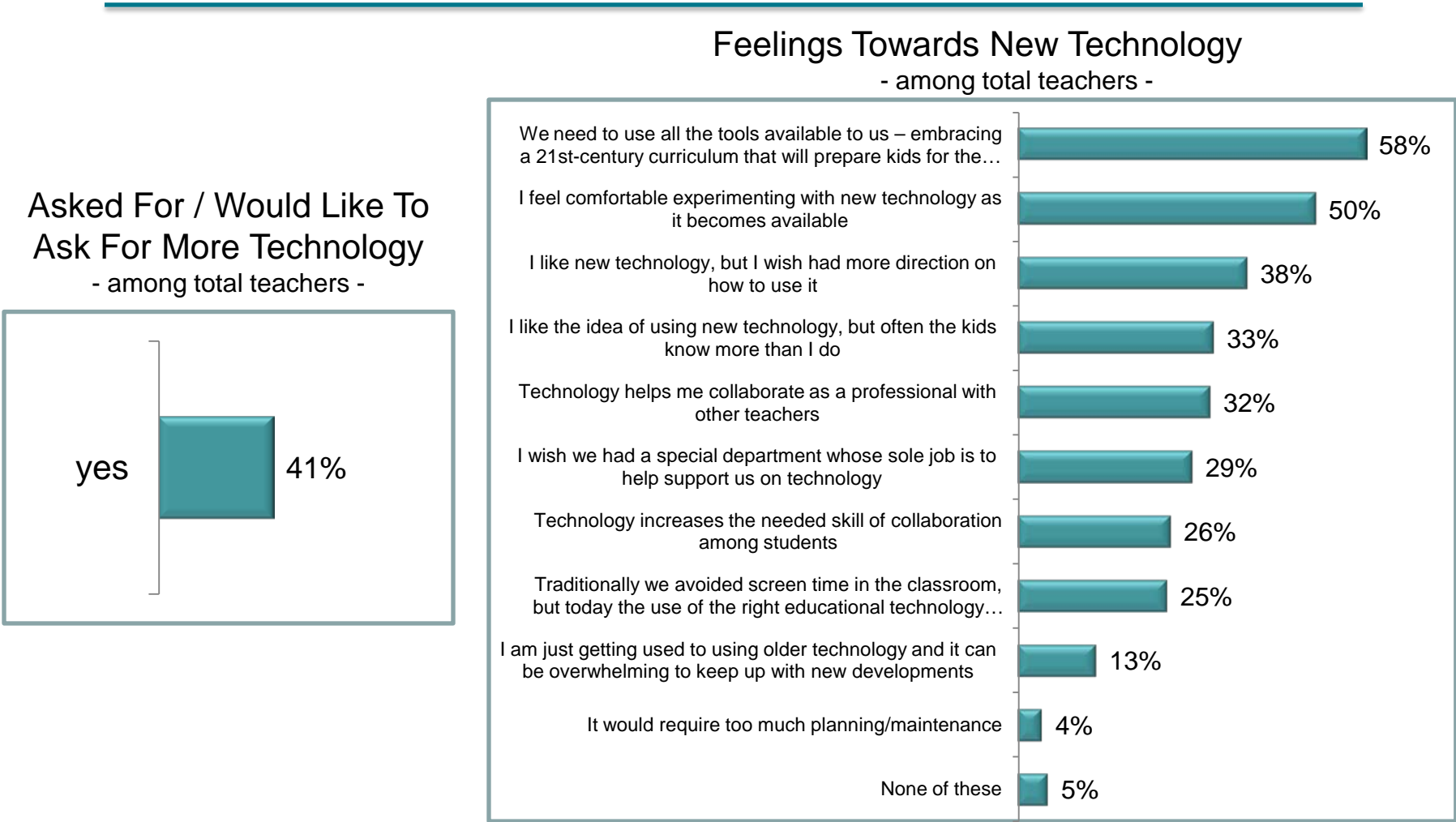
Most Beneficial Uses of Tablets/e-Readers

- among teachers who have access to tablets -



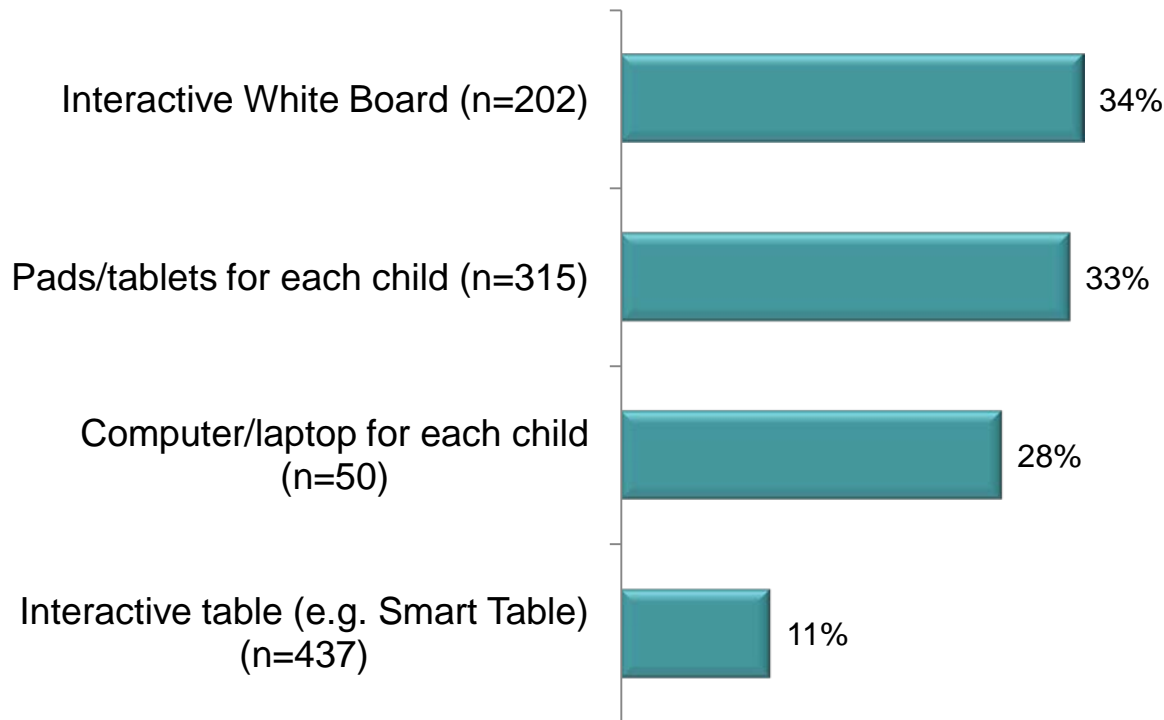
Additional Findings

About four-in-ten teachers indicate they asked or are likely to ask for educational technology this year. Half of all respondents say they were “comfortable experimenting with new technology.”



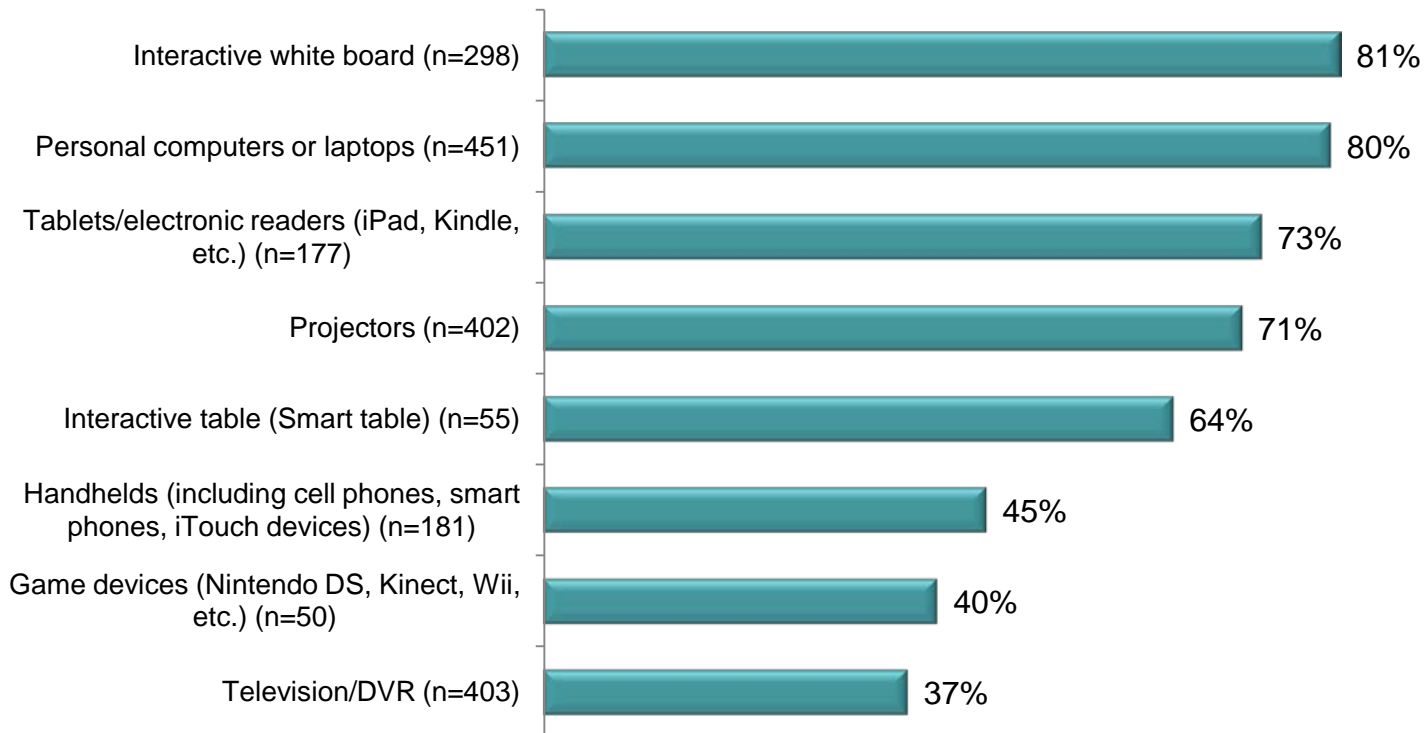
Interactive White Boards and Pads/Tablets would be the most sought technology by teachers (34% and 33% respectively), if grant money were available to them.

One Technology Would Put Grant Money Towards - among those without access to specific technology -



PCs, white boards, tablets and projectors are deemed as having the greatest potential for enhancing education.

Potential to Enhance Education
- among those with access to specific technology -



Please rate each of the following technologies on their potential to enhance education (whether these devices are currently used in your classroom or not)?

PCs have a relatively good device-to-student ratio: 36% of teachers have one PC for at least every five students. Tablets, have a one-to-five ratio in 34% of classrooms. Handheld devices have the highest “teacher only” concentration at 54%.

Availability of Devices by Technology - among those with access to specific technology -

<u>Technology</u>	Personal computers or laptops	Handhelds (including cell phones, smart phones, iTouch devices)	Tablets/ electronic readers (iPad, Kindle, etc.)	Game devices (Nintendo DS, Kinect, Wii, etc.)
Base	(n=451)	(n=181)	(n=177)	(n=50)
1 unit/device for every student in classroom	18%	14%	19%	10%
1 unit/device for every 2-5 students	18%	12%	15%	10%
1 unit/device for every 6-10 students	13%	7%	6%	6%
1 unit/device for every 11-15 students	5%	3%	5%	4%
1 unit/device for teacher and 1 unit/device shared amongst all students	11%	4%	5%	8%
1 unit/device shared by teacher and all students	8%	6%	16%	32%
1 unit/device for teacher's use only	27%	54%	33%	30%

Generally speaking, teachers classify the myriad of technology in their classroom as primarily teaching tools used by teachers. PCs, tablets and game devices are also perceived as self-learning tools for students.

Usage by Technology - among those with access to specific technology -

<u>Technology</u>	BASE	Administrative tool used by teacher	Teaching tool used by teacher	Self-learning tool used by students
Interactive white board (e.g., SMART Board)	(n=298)	23%	91%	40%
Interactive table (e.g., SMART Table)	(n=55)	33%	80%	35%
Personal computers or laptops	(n=451)	50%	73%	62%
Tablets/electronic readers (iPad, Kindle, etc.)	(n=177)	39%	66%	58%
Handhelds (including smart phones, iTouch devices)	(n=181)	44%	50%	39%
Game devices (e.g., Nintendo DS, Kinect, Wii, etc.)	(n=50)	20%	54%	54%
Projector (to display/show media from websites/browser)	(n=402)	24%	90%	10%
Television/DVR	(n=403)	22%	85%	10%

PCs (91%), interactive white boards (85%), and projectors (81%) are used at least once a week by most teachers, with two-thirds using PCs and just over half using interactive white boards on a daily basis.

Frequency of Technology Use

- among those with access to specific technology -

<u>Technology</u>	BASE	Every Day	At least once a Week (net)	1-3 Times a Month	Less than Once a Month/Never
Interactive white board (e.g., SMART Board)	(n=298)	54%	85%	7%	7%
Interactive table (e.g., SMART Table)	(n=55)	24%	69%	20%	11%
Personal computers or laptops	(n=451)	66%	91%	8%	2%
Tablets/electronic readers (iPad, Kindle, etc.)	(n=177)	29%	68%	18%	14%
Handhelds (including smart phones, iTouch devices)	(n=181)	35%	68%	18%	14%
Game devices (e.g., Nintendo DS, Kinect, Wii, etc.)	(n=50)	16%	48%	22%	30%
Projector (to display/show media from websites/browser, etc.)	(n=402)	44%	81%	13%	7%
Television/DVR	(n=403)	14%	43%	33%	23%

The vast majority of teachers with access to technology are using it as much as or more than a year ago.

Use of Technology Compared to Last Year

- among those with access to specific technology -

<u>Technology</u>	BASE	More Frequently	Same Frequency	Less Frequently	Not Applicable
Interactive white board (e.g., SMART Board)	(n=298)	44%	50%	5%	1%
Interactive table (e.g., SMART Table)	(n=55)	31%	56%	9%	4%
Personal computers or laptops	(n=451)	30%	67%	2%	1%
Tablets/electronic readers (iPad, Kindle, etc.)	(n=177)	60%	33%	4%	3%
Handhelds (including cell phones, smart phones, iTouch devices)	(n=181)	39%	53%	4%	4%
Game devices (e.g., Nintendo DS, Kinect, Wii, etc.)	(n=50)	18%	66%	12%	4%
Projector (to display/show media from websites/browser, etc.)	(n=402)	25%	69%	5%	2%
Television/DVR	(n=403)	11%	70%	19%	1%