



**Survey of Educators
Who Use Technology:
More Time and
Training Needed**

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New education products and services are overwhelmingly centered on technology. If it's connected to teaching or learning, it's probably either online or digital. But we seldom stop to ask education professionals – the people in our schools and classrooms – what they think of education technology and what they want.

NetSupport, which provides classroom management solutions for education institutions and enterprise partners, decided to build on **annual data provided by LearnPlatform about the number of edtech tools used per district**.

Given the growth LearnPlatform reports – a tripling since 2017 to 2023 – NetSupport surveyed technology-using educators in the U.S. and U.K. to shed light on how well-equipped educators feel about using and managing the technology and its value as a learning resource.

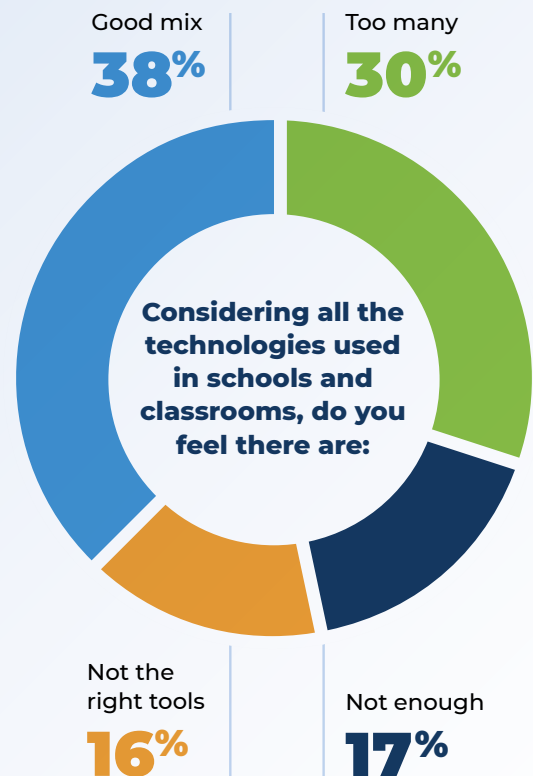
Overall, the results from our survey indicate a balanced, nuanced approach to appreciating and using education technology and that educators don't rate more technology or more money as their top priorities. Rather, they need time for training and finding ways to best integrate technology into their classrooms.

QUESTION 1:

Considering all the technologies used in schools and classrooms, do you feel there are:

- Too many to understand and use ideally – **30%**
- Not enough tools to do the best possible job – **17%**
- Enough tools, but not the right tools – **16%**
- The mix is good, and I feel good about where things are – **38%**

The majority of education professionals think that they have too many tools or not the right tools, suggesting that monies are not being invested wisely or that educators are not receiving enough training on how to use tools or time to figure out how to implement them.



Responses to Question 1 give additional insight into how educators feel about the plethora of educational technology available to them.*

We sought clarity into what specifically educators needed, whether it was more time, training and support, or funding.

Anticipating that more technology may not be the top answer, NetSupport then asked:

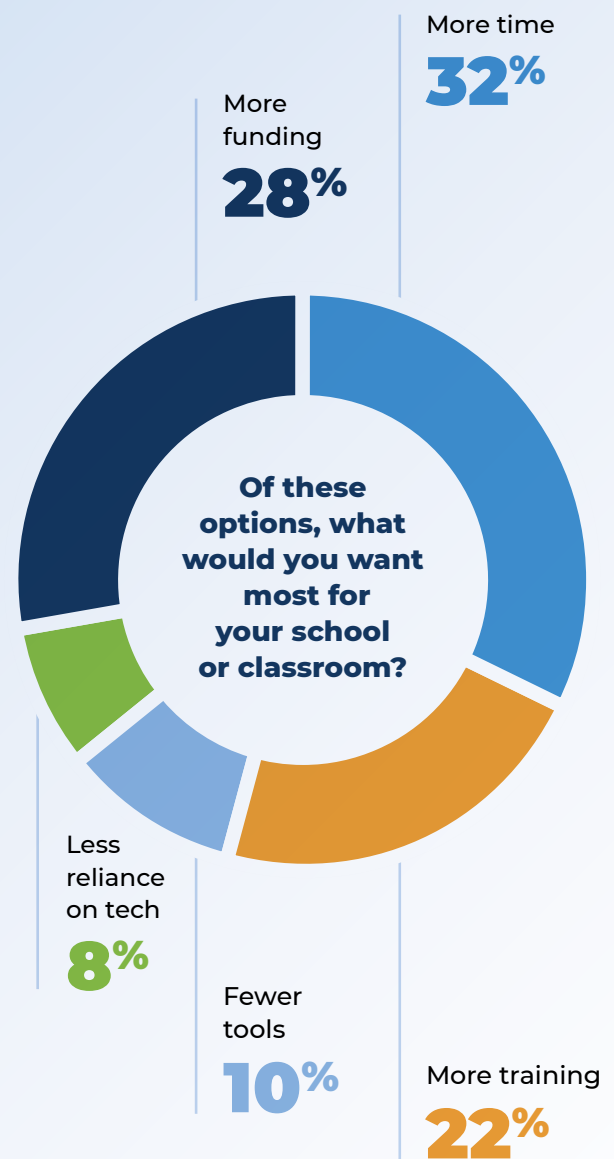
QUESTION 2:

Of these options, what would you want most for your school or classroom:

- More funding to get more or enhanced technology products and services – **28%**
- More training and support on the products and services we already have – **22%**
- More time to learn and improve how we use classroom technologies – **32%**
- Fewer tools and a simplified approach to using technology in the school and classroom – **10%**
- More one-on-one instruction time that does not use or rely on technology – **8%**

The responses are once again complex and nuanced, displaying a response to education technology that is not binary. Nonetheless, it is insightful that a plurality of educators want time over funding. More specifically, 54 percent of educators wanted either time to learn and improve (32%), or they wanted more training and support on existing products (22%) and if you include more one-on-one instruction time that does not rely on technology – such as individual attention talking with students, reading, or supporting them in hands on activities (8%), these three responses total 60 percent.

This may guide school leaders and purchasing and training managers to make more strategic, human-centered investments before prioritizing added solution purchases. Educators may be asking for a breather, time to catch up and learn. Giving more time in the purchasing process might also help decision-makers invest in the right tools that meet specific needs, are easy to use, and that do not add to the classroom workload.



* See details about these numbers in LearnPlatform report LearnPlatform's 2022-23 look at K-12 EdTech Engagement During the 2022-23 School Year - <https://www.instructure.com/edtech-top40>

There was no consensus among respondents as to who on an education team was “most responsible” for making sure that existing education was effective. NetSupport asked:

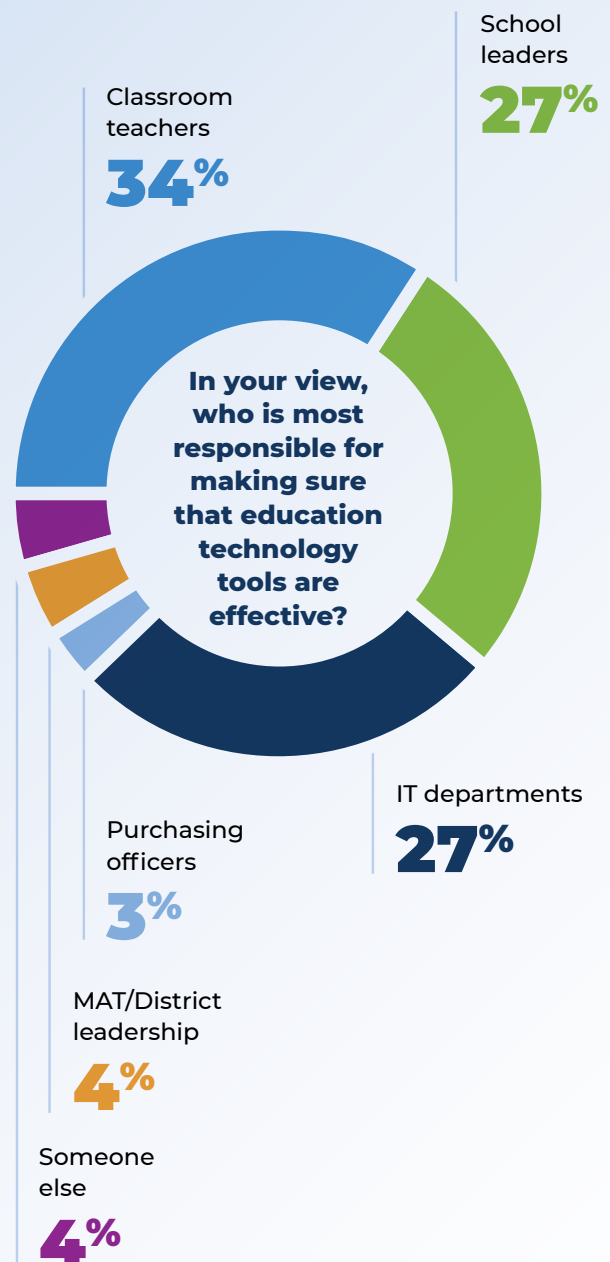
QUESTION 3:

In your view, who is most responsible for making sure that education technology tools are effective:

- Classroom teachers – **34%**
- IT staff or departments – **27%**
- School leaders such as Headteachers/Principals or Department Heads – **27%**
- Purchasing officers or departments – **3%**
- MAT/District leadership such as Boards or Superintendents – **4%**
- Someone else – **4%**

Though a plurality of respondents said teachers were most responsible for technology efficacy, overall responsibility appeared to be shared among three leader levels – teachers, IT departments, and school heads/principals.

Significantly, survey respondents did not place this responsibility in the hands of purchasing officers, which may expose institutional deficiencies in which the people buying the products are not tasked with determining how well they work. The results indicate that to progress on efficacy, the three top stakeholders should be included and that clear lines of communication between these groups and purchasing officers are likely to be paramount. This recommendation is also echoed in [LearnPlatform’s 2022-23 look at K-12 EdTech Engagement During the 2022-23 School Year.](#)



We also wanted to determine if respondents felt positively or negatively toward education technology and overwhelmingly, educators reported that education technology was a force for good in their schools and classrooms.

QUESTION 4:

Generally, I feel that education technology in the school or classroom:

- Makes teaching and learning better – **93%**
- Gets in the way of teaching and learning more than anything – **7%**

Makes things better

93%



Gets in the way

7%

Conclusion and Summary

Given the rapid growth of technology products and services in education, particularly since 2017, it is encouraging that education professionals view education technology as beneficial. **The key takeaway from our NetSupport survey however, is that respondents indicated overwhelmingly they want more time and more training on the technology tools in their classrooms and schools, even to the point of reporting they prefer having more time and training to use the tools more than they value having more funding.**

When it comes to decision-making about that technology, educators lack consensus about which education professionals should be responsible for ensuring that technology products are working. They split their responses between teachers, IT departments, and school administrators. **The key takeaway here is that the purchase of technology needs to have clear evaluative measures. When the qualifications for purchasing technology are specific such as ease of implementation, student data privacy compliance, interoperability, learning outcomes, and alignment with standards, then the question is not who made the decision by how the technology will meet student needs.** From that point, a watershed of improved utilization and outcomes ensues.

The survey was written and managed by **NetSupport Solutions** and was conducted in late 2023. The sample size was 93 respondents. For full results or more information, contact marketing@netsupportsoftware.com

93%

Feel education technology makes teaching and learning better

54%

Say they want more time and training to use technology in their school/classroom

EQUAL

Teachers, IT staff, and school leaders are equally responsible to ensure education technology is used effectively.

NetSupport Survey of

Educators Who Use Technology, March 2024

<https://www.netsupportsoftware.com/education-report>