



How do our teachers really feel about technology?

Global summary

June 2017



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INTRODUCTION

Technology impacts the entire student lifecycle and is integral to the design, delivery and experience of education worldwide. Building on previous surveys conducted with Navitas teachers in 2011 and 2014, this report provides global insights for the first time into Navitas teachers' attitudes towards and use of technology across academic business units, disciplines and geographies.

This report provides data and information to support Navitas' strategic priorities in technology for teaching and learning through:

- Measurement of progress against goals related to use of technology in teaching
- Data to inform technology policies and procedures
- Information suitable for internal and external benchmarking
- Feedback to inform teacher capability development strategies

WHO RESPONDED?

1,804 teachers

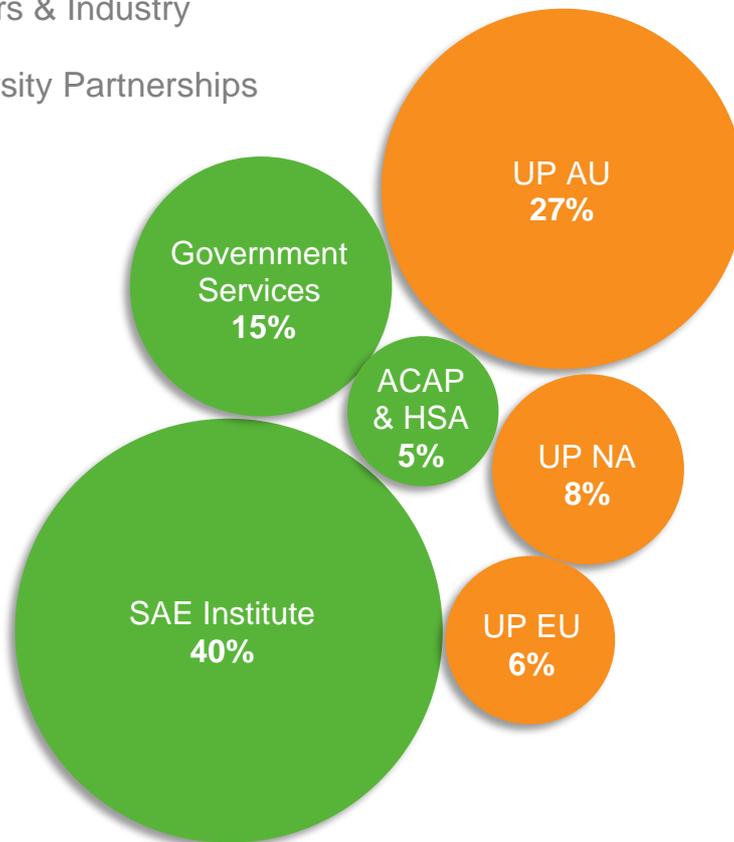
104 colleges*

25 countries

Self-completion online survey

15 core questions

Completed Sept - Dec 2016



*See p13-14 for full list of participating colleges

KEY FINDINGS

Attitudes & Benefits



89%

Feel positive about teaching with technology

78%

self-classify as **Early Adopters** or **Early Majority** in terms of new technology

Teachers see many **benefits** of using technology in teaching from **student engagement** to **skills development**.



Ownership & Usage



Over **90%** of teachers own a smartphone and a laptop



Teachers use their own devices for **teaching or preparation work** particularly laptops & desktops

Over **55%** of teachers encourage or require students to use their **own devices** in class



Technology & Teaching



Technology is essential **for teaching preparation**. Particularly:



1. Finding information
2. Creating presentations
3. Creating resources



Multimedia is a **highly-valued** teaching tool...

...but **finding good quality** media continues to be the **biggest** challenge for teachers.

Challenges & Support



Technology support is a key resource for troubleshooting technology.

Around **50%** of teachers also use their **own expertise** and **their colleagues** to resolve issues

38% of teachers say they have **no barriers** to teaching with technology.



Learning & Sharing



Teachers learn about technology in **three key ways**:

1. Professional development
2. Idea sharing
3. Individual practice

Top ways to encourage teachers to try a new technology idea:

- **recommendation** from a colleague
- **seeing an example** in their context



75% of teachers take an **active approach** to talking, recommending and sharing **technology ideas**.



ATTITUDES & BENEFITS

Positivity about technology

Positivity can be a key factor in facilitating successful technology integration. Attitudes were similar across all Navitas divisions, geographies and contexts.



Teachers feel **positive** about teaching with technology.

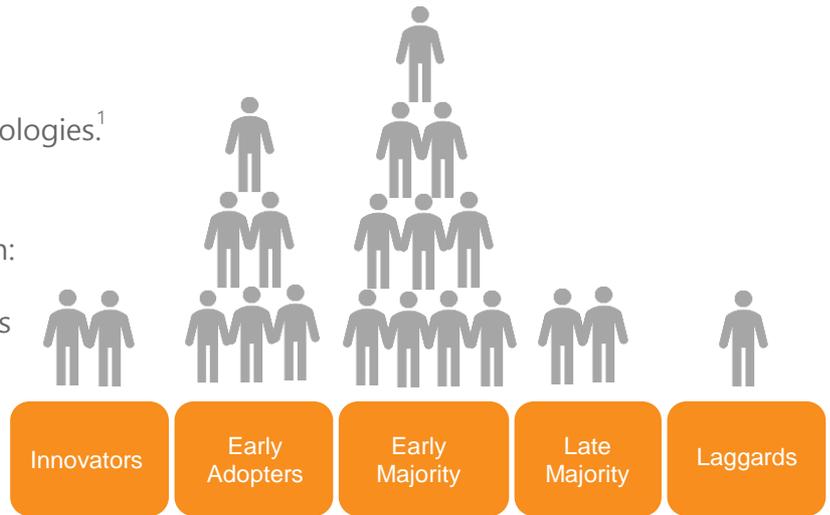
Attitudes to new technology

Around half of our respondents self-classify as **'Early Majority'** in their attitudes to new technologies.¹

Attitudes of **'Innovators'** and **'Early Adopters'** (using technology before peers) correlated with:

- Higher agreement with technology benefits
- Using technology in more teaching tasks
- Recommending technology ideas more often to other teachers

'I usually use new technologies **at the same time** as other people I know.'



Benefits of technology

Technology encourages me to **keep searching** for effective ways to teach (79%)

Technology allows me to **create more** variety in my lessons (88%)

Technology enables me to **access a wide range** of additional content (94%)

Teachers recognise a **range of benefits in using technology** for teaching. The most popular benefits note how technology can enhance student engagement, provide access to a greater variety of teaching resources and contribute to teacher development.

RECOMMENDATIONS

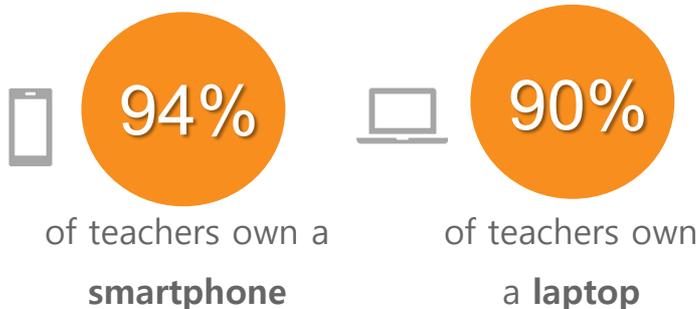
- Leverage positive attitudes to technology and offer support for integration of technology into teaching practices
- Identify 'Innovators' and 'Early Adopters'; encourage them to share practices with a broader set of peers
- Build on current perceived benefits of technology in teaching; use contextualised examples to articulate how and why technology is used

'Technology is a fantastic tool'

SAE Institute

OWNERSHIP & USAGE

Technology ownership

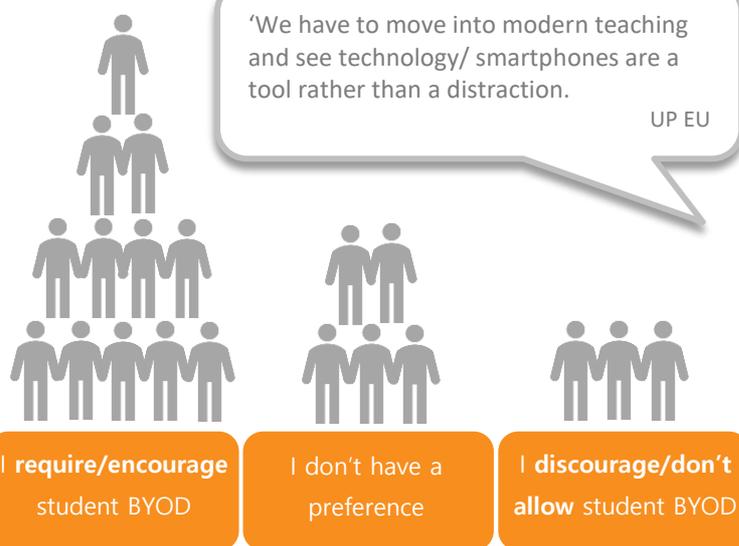
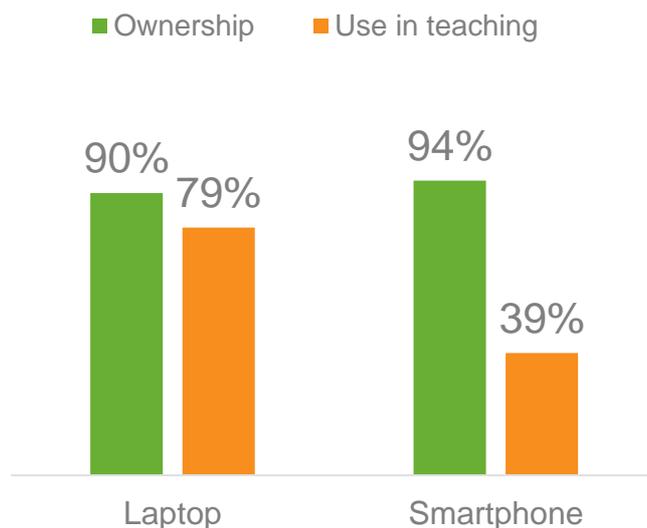


Teachers report high smartphone and laptop ownership, suggesting these devices are becoming 'standard'. Smartphone ownership is around 15-20% higher than the general population in the UK, US and Australia.²

Device usage in teaching

Many respondents use their own devices in teaching, particularly 'large screen' devices (laptops and desktops).

Use of 'smaller screen' devices (smartphones and tablets) in teaching is less common, with high variability across businesses. In some disciplines (e.g. English language teaching), smartphone usage is as high as 57%, compared with 24% in others.



Student use of devices in class

Over **55% of teachers** either require or encourage students to use their own devices in class.

This can indicate a degree of trust in students to use their devices constructively during class, but also suggests teachers are actively incorporating students' devices into learning activities.

RECOMMENDATIONS

- Ensure college infrastructures support teachers to use their own devices where relevant
- Share guidance and contextualised examples to encourage effective use of personal devices (both teachers' and students') in class

'Smartphones can be a tool rather than a distraction'

UP EU

1 in 2



teachers say finding quality media is challenging

Despite the proliferation of video, image and audio resources, finding the 'right' media is an ongoing challenge across all Navitas businesses.

Creating media is becoming easier. However, teachers are still seeking support to do this themselves and with their students.

Technology in teaching activities

High use

Technology is used most in **preparation work** (88%): creating presentations and teaching resources, finding information and lesson planning.



Moderate use

Use of technology for **student activities** is more varied. Whilst 73% use technology for individual student activities, fewer (55%) use it for collaborative/group activities.



Variable use

There is significant variability between businesses (from 30% up to 90%) in the use of technology for '**administrative**' activities such as monitoring attendance and giving assessment feedback.



Communication

With students

- Email (89%)
- Face-to-face (89%)
- Online spaces (42%)

With other teachers

- Email (95%)
- Face-to-face (89%)
- Phone calls & texts (54%)

Teachers rely on '**traditional**' forms of **communication** (email and face-to-face) with students and other teachers.

Online class spaces (e.g. within an LMS) are currently used much less for communication. Increased access, system upgrades and professional development are likely to encourage further usage and exploration.

RECOMMENDATIONS

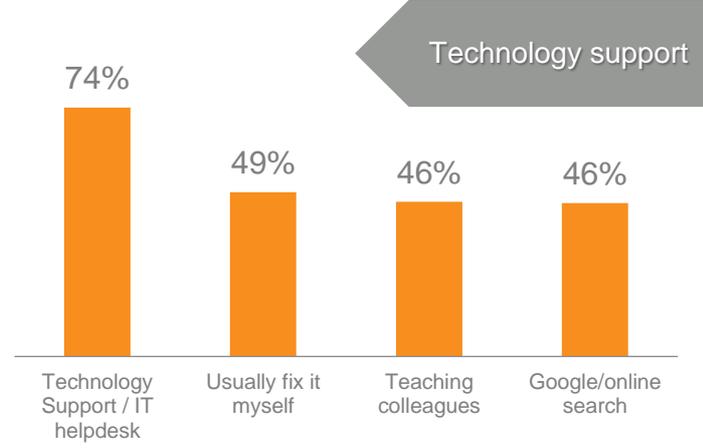
- Expand professional development on effective integration of technology into student-focused activities (individual and group work)
- Model and share effective use of online spaces to communicate with students and teaching colleagues
- Explore ways to help teachers find or create the multimedia they need, when they need it.

'It helps to improve my creativity and in organising teaching materials and ideas.'

Government Services

CHALLENGES & SUPPORT

Formal technology support is a valuable resource for all teachers. Responses also reflect a degree of self-reliance when dealing with technology issues (using 'Google/online search' or 'fix it myself') as well as collaboration with colleagues.



Barriers to technology

38% 'Nothing stops me'

26% 'I don't know how to use it well enough'

Many teachers report that they have no barriers to using technology in teaching.

The most commonly cited barrier is 'I don't know how to use it well enough' which is also echoed in free-text responses (see below: 'Professional Development').

Other barriers reveal differences between businesses, particularly internet speed/availability. In one business just 11% cite it as a barrier, whereas in another it is the top issue for teachers (37%).

Improving technology experience

 Professional development	 Access & Resources
 Self-Development	 Reliability

Professional development (30%) is the biggest theme in free-text responses to 'How can your experience with technology be improved?' Many comments mentioned regular training and more opportunities to share and learn from colleagues.

Access & Resources (25%) is second highest, with many comments related to standardising provision of classroom technologies across teaching spaces.

Self-development (22%) includes comments about finding time to practice and exploring/researching technology.

Reliability (14%) includes comments related to the internet, up-to-date software and equipment.

RECOMMENDATIONS

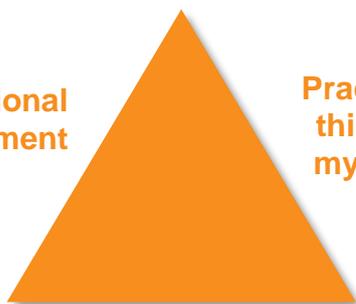
- Explore how formal technology support can work together with informal troubleshooting and peer support to resolve common technology issues
- Prioritise regular and relevant Professional Development to tackle the perception 'I don't know how to use [technology] well enough'?
- Focus on continued removal of 'functional' obstacles in colleges (access, resources, reliability) wherever possible

'[I want] reliable equipment and full knowledge on maximising its use.'

Professional development

Practice things myself

Idea-sharing with teaching colleagues

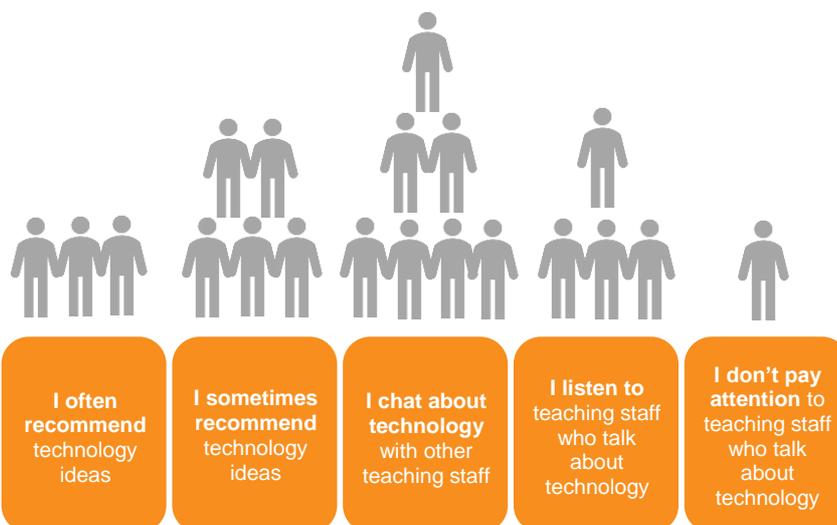


When learning about technology, teachers indicate three main preferences: professional development, idea-sharing and individual practice. Each approach adds value in different ways, and in combination offer both formal and informal opportunities for interaction and learning.

Sharing technology ideas

Responses overall reflect an **engaged teacher community**, with varied approaches to talking, recommending and sharing ideas about technology.

Some businesses report higher and more frequent idea sharing – especially those where teachers spend more time on campus or share physical staffroom spaces.



Trying new technology ideas



Recommendation from a teaching colleague

70%



Seeing an example of it in my teaching context

59%



Attending professional development

12 - 68%

Teachers value recommendations from colleagues and seeing ideas in context. However, there may be a 'sharing gap', where ideas and practice are simply not shared by enough people.

Whilst professional development sessions are a key source of ideas in some businesses (68%), this has not been a key function for others (12%).

RECOMMENDATIONS

- Make use of formal and informal learning opportunities, allowing for both individual exploration and practice as well as shared learning
- Continue support and encouragement of teacher community both within and across colleges and geographies

'[I'd like] more opportunities to share what I'm doing with teachers and to learn from them'

Government Services

DEMOGRAPHICS

92%

Teach on-campus

50%

Fixed-term/
sessional

50%

10+ years of
experience

Mix of hours
taught per week



■ On-campus ■ Blended/online



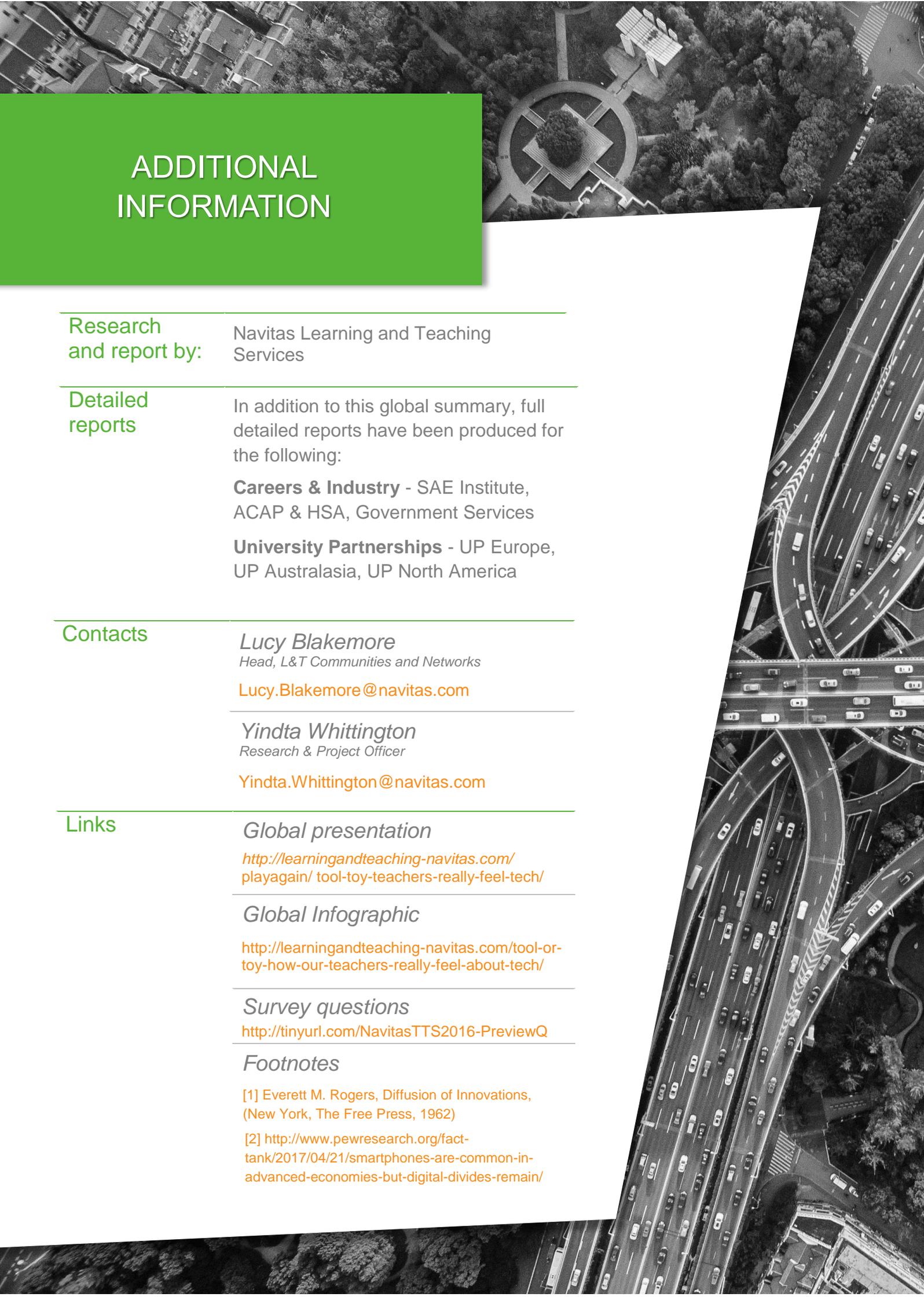
■ Fixed-term/sessional ■ Permanent ■ Casual



■ 10+yrs ■ 5-10yrs ■ <5yrs



■ <5hrs ■ 6-10hrs ■ 11-20hrs ■ +20hrs



ADDITIONAL INFORMATION

Research and report by:

Navitas Learning and Teaching
Services

Detailed reports

In addition to this global summary, full
detailed reports have been produced for
the following:

Careers & Industry - SAE Institute,
ACAP & HSA, Government Services

University Partnerships - UP Europe,
UP Australasia, UP North America

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Links

Global presentation

[http://learningandteaching-navitas.com/
playagain/tool-toy-teachers-really-feel-tech/](http://learningandteaching-navitas.com/playagain/tool-toy-teachers-really-feel-tech/)

Global Infographic

[http://learningandteaching-navitas.com/tool-or-
toy-how-our-teachers-really-feel-about-tech/](http://learningandteaching-navitas.com/tool-or-toy-how-our-teachers-really-feel-about-tech/)

Survey questions

<http://tinyurl.com/NavitasTTS2016-PreviewQ>

Footnotes

[1] Everett M. Rogers, Diffusion of Innovations,
(New York, The Free Press, 1962)

[2] [http://www.pewresearch.org/fact-
tank/2017/04/21/smartphones-are-common-in-
advanced-economies-but-digital-divides-remain/](http://www.pewresearch.org/fact-tank/2017/04/21/smartphones-are-common-in-advanced-economies-but-digital-divides-remain/)

UP NA

Fraser International College (FIC)
International College of Manitoba (ICM)
Navitas at Florida Atlantic University (FAU)
Navitas at University of Massachusetts Boston (UMass Boston)
Navitas at University of Massachusetts Lowell (UMass Lowell)
Navitas at University of New Hampshire (Navitas at UNH)

UP EU

Birmingham City University International College (BCUIC)
Cambridge Ruskin International College (CRIC)
Edinburgh International College (EIC)
Hertfordshire International College (HIC)
International College at Robert Gordon University (ICRGU)
International College of Portsmouth (ICP)
International College Wales Swansea (ICWS)
London Brunel International College (LBIC)
Plymouth University International College (PUIC)
University of Northampton International College (UNIC)

UP AU

Australian College of Business and Technology (ACBT)
Centre for English Language at the University of South Australia (CELUSA)
Curtin College Perth
Curtin Singapore
Deakin College
Edith Cowan College (ECC)
Eynesbury
Eynesbury College Academy of English (ECAE)
Griffith College
Hawthorn Melbourne
La Trobe Melbourne
La Trobe University Sydney Campus
Navitas Careers & Internships
Navitas English Brisbane
Navitas English Darwin
Navitas English Manly
Navitas English North Metropolitan TAFE Perth
Navitas English Perth
Navitas English Sydney
Newcastle International College (NIC)
South Australian Institute of Business and Technology (SAIBT)
Sydney Institute of Business and Technology (SIBT)
University of Canberra College (UCC)
University of Canberra College English Language Centre (UCCELC)

SAE Institute

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 SAE Institute Amman
 SAE Institute Amsterdam
 SAE Institute Athens
 SAE Institute Atlanta
 SAE Institute Auckland
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 SAE Institute Sydney
 SAE Institute Vienna
 SAE Institute Zurich

ACAP & HSA

Australian College of Applied Psychology (ACAP)
 Australian TESOL Training Centre (ATTC)
 Health Skills Australia (HSA)
 Navitas College of Public Safety (NCPS)

Government Services

Navitas English Auburn College
 Navitas English Bankstown College
 Navitas English Burwood College
 Navitas English Cabramatta College
 Navitas English Campsie College
 Navitas English Canberra College
 Navitas English Distance Learning, Bankstown
 Navitas English Distance Learning, Perth
 Navitas English Fairfield College
 Navitas English Hurstville College
 Navitas English Liverpool College
 Navitas English Parramatta College
 Navitas English Sydney City College

Many thanks to the academic managers, Centre Managers, College Directors and other collaborators who helped to design and encourage participation in this survey. Thanks also to our Navitas teachers worldwide for taking the time to contribute and share your experiences.

We look forward to your participation in 2018!



NAVITAS LEARNING AND TEACHING SERVICES

Providing connected L&T leadership across Navitas and enabling innovation in teaching, learning and the student experience.

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