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2019 Global Teacher Technology Survey

Global Summary

April 2020

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Executive Summary

Attitudes toward technology

- The majority (90%) of teaching staff reported a **positive experience** with using technology in their teaching.
- Many teaching staff self-classify as **'early majority'** where **technology adoption** is concerned with a shift towards 'innovators' and 'early adopters' from the 2016 survey findings.

Ownership and usage

- Teaching staff ownership favours two main devices: **laptops and smartphones**. Most are using their laptops in their teaching or preparation work and 44% are using smartphones which is continuing to grow, however, student uptake of smartphones for learning is much higher at 70%.
- A large portion of respondents (63%) state that they require or encourage students to use their own devices in class. Student responses from the Student Technology Survey (2018) do not align with this view as the survey found that students are more likely to perceive that their teacher doesn't have a preference.

Teaching with technology

- Technology is used most for finding information, creating presentations and resources, and lesson planning. There is less reported use for more complex classroom tasks such as collaborative group activities, however, it continues to trend upwards.
- **Face-to-face, email, and the online class space** are the most common method for **teaching staff to communicate** with students, while informal communication channels such as messaging appear to be used less.
- Overall, **teaching staff** report using a much **broader range of communication technologies** with teaching colleagues (including phone calls and text) compared with their students.

Challenges and support

- Many teaching staff embrace a **'DIY' approach** when it comes to **fixing issues with technology**, such as using Google/online search or figuring things out by themselves. However, the IT helpdesk continues to be the leading approach to resolving issues.
- One theme dominated the free-text responses to '*how could your experience with technology be improved?*': professional development (29%) followed by access and resources, and quality and reliability.
- Almost 40% of respondents overall indicate that **nothing stops them** from using technology more effectively. Where there are barriers, they focus on access to the right technology, lack of knowledge and internet issues.

Learning and sharing

- **Learning preferences reflect a mix** of attending professional development, individual practice and idea-sharing with teaching colleagues.
- Teaching staff take a more **'active' approach** to talking, recommending and sharing technology ideas compared to the 2016 survey.
- Attending a professional development session has notably increased from the 2016 survey as one the top ways teaching staff are **encouraged to try new technology-related ideas**. Other top methods are through colleague recommendations and seeing an idea being used in their teaching context.

Introduction

The Navitas Teacher Technology Survey, run by the Learning and Teaching Services team, explores how technology is used in diverse learning and teaching contexts at Navitas. Building on eight years of qualitative and quantitative research in classrooms and colleges, this year's report provides our second global view of teacher behaviours and attitudes towards using technology in teaching.

The purpose of this research is to gain an understanding of teacher experiences, needs, and expectations around technology in teaching and contribute to existing industry knowledge in this area. These insights support strategic objectives in technology for learning and teaching through:

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

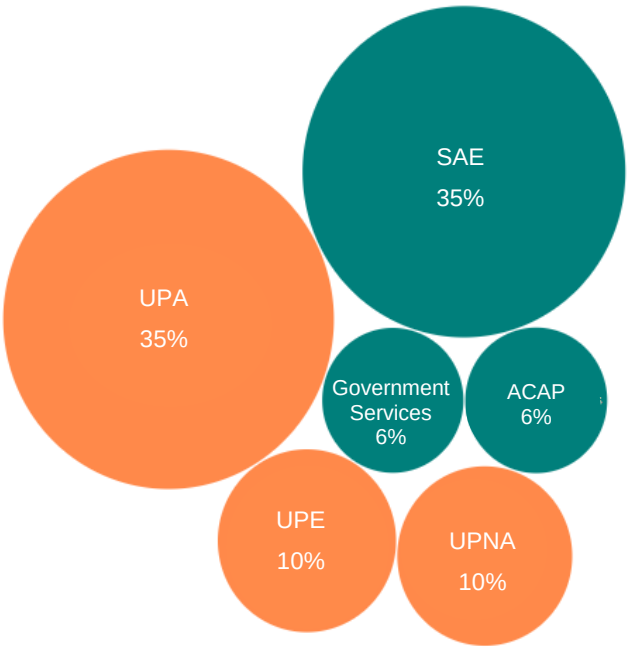
Learning contexts at Navitas

Navitas **University Partnerships** provide pre-university, managed campus and university pathway (UP) programs across three regional divisions: UP Australasia, UP Europe, and UP North America. UP divisions provide pathway programs for international and domestic learners who may not otherwise be able to access tertiary education. Having completed a program with Navitas, students typically enter the mainstream university in their second year and complete their undergraduate degrees.

The **Careers and Industry** (C&I) division brings together niche, Navitas-owned colleges offering accredited vocational education and higher education programs in sectors with strong employment prospects, such as creative media and human services. It also includes our government services arm which delivers critical government-funded English language, literacy and numeracy programs to new migrants, refugees and job-seekers in Australia, as well as Professional Year Programs, internships and work readiness solutions for students, graduates and young professionals.

Respondent profile

Figure 1.1. Teaching experience



This year's survey gathered data from 1623 teaching staff from 90 Navitas colleges in 20 countries around the world. There were particularly high numbers of responses from UPA (University Partnerships Australasia) and SAE (Creative Media) which is representative of the sizes of those divisions.

The demographics of respondents are as follows:

- 92% are teaching on-campus
- 51% respondents have ten or more years of teaching experience
- 43% are fixed-term / sessional
- 37% teach between 11-20 hours per week

University Partnerships	Australasia (UPA) North America (UPNA) Europe (UPE)
Careers & Industry	SAE Creative Media Institute Government Services Australian College of Applied Psychology (ACAP)

**Percentages do not equal 100% due to rounding*

1,623 survey responses

90 colleges

20 countries

Attitude towards technology

Survey questions:	• *In general, how do you feel about using technology in your teaching?* • *Which of these bests describes your attitude to new technologies technology?*
Why ask these questions?	These questions give insights into teaching staffs' attitudes with technology both in their teaching and more broadly, which can help to frame or contextualise other answers in the survey. Positive attitudes overall toward technology, for example, often correlate with a willingness and proactive approach to using, learning, fixing and sharing ideas related to technology. Responses here can also indicate the extent to which technology barriers are 'attitudinal' (e.g. driven by dislike of technology, lack of confidence etc.) rather than 'practical' (e.g. access issues, reliability or resources).

Figure 2.1 In general, how do you feel about using technology in your teaching?

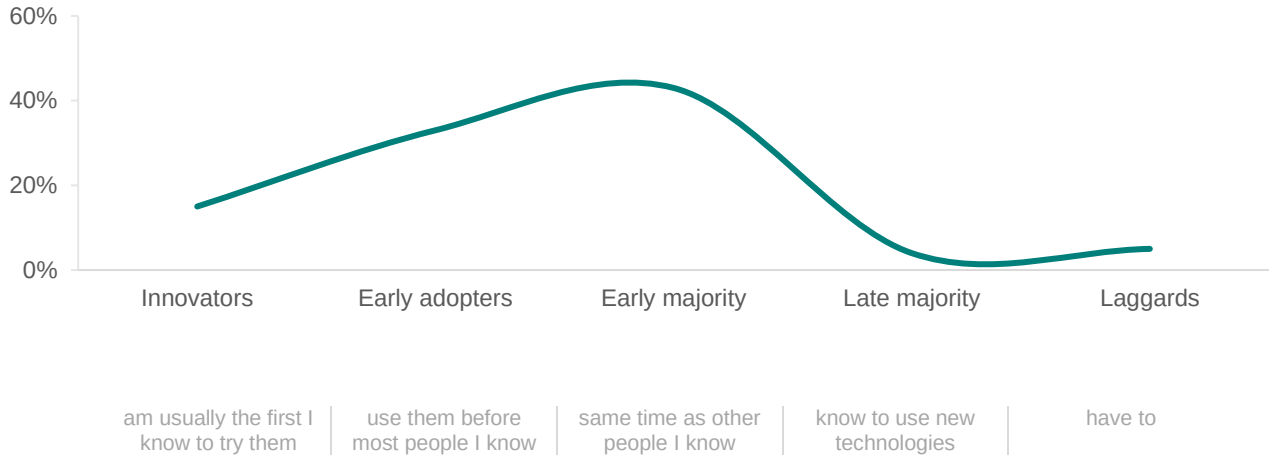
Teachers feel **positive** about teaching with technology.

There is a clear positive attitude towards teaching with technology with 90% of respondents indicating they feel 'very positive' or 'positive' about using technology in their teaching.

This finding is similar to the 2016 Teacher Technology survey results (89%).

Although not directly comparable, when looking at a similar question in the 2017 ECAR Study of Faculty and Information Technology, 71% reported good/excellent experiences with technology. Further iterations of this survey may amend the wording of this question to be comparable to the ECAR survey as well as the Global Navitas Student Technology Survey.

Figure 2.2 Which best describes your attitude to new technologies?



The pattern of responses along the range of technology adoption attitudes shows that almost half of respondents (48%) self-classify as either 'Innovators or Early Adopters' where technology is concerned.

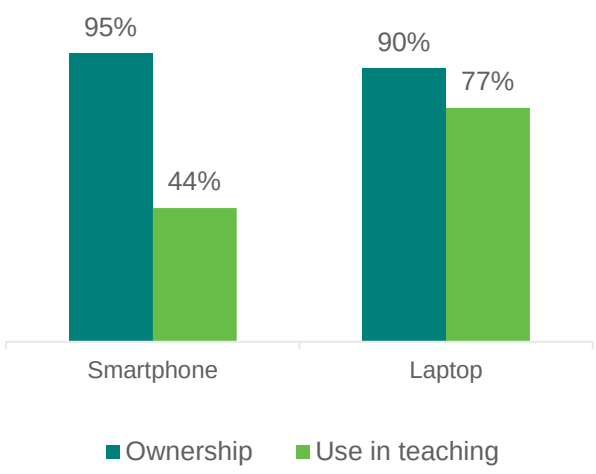
There has been a slight shift from 2016 to 2019 with more respondents identifying as 'Innovators', this is a positive trend as those attitudes at the top end of the adoption curve correlate with other reported behaviours in the survey such as: encouraging student to BYOD (bring your own device), more self-reliance when fixing technology problems, fewer perceived barriers, share ideas more often.

Ownership & Usage

Survey questions:	• *Which of these devices do you own?* • *Which of your personal devices do you use for teaching or preparation work?* • *Which statement best reflects your approach to students using their own devices in class?*
Why ask these questions?	These indicate the extent to which teaching staff are already using common technologies (smartphones, tablets, laptops, desktops) for teaching activities. This knowledge can inform decisions around professional development, technology rollouts, IT support and curriculum design. Attitudes towards students' use of personal devices in class also show where there are differences or tensions between policy, behaviours and approaches, and where teachers may need assistance in managing classroom device usage.

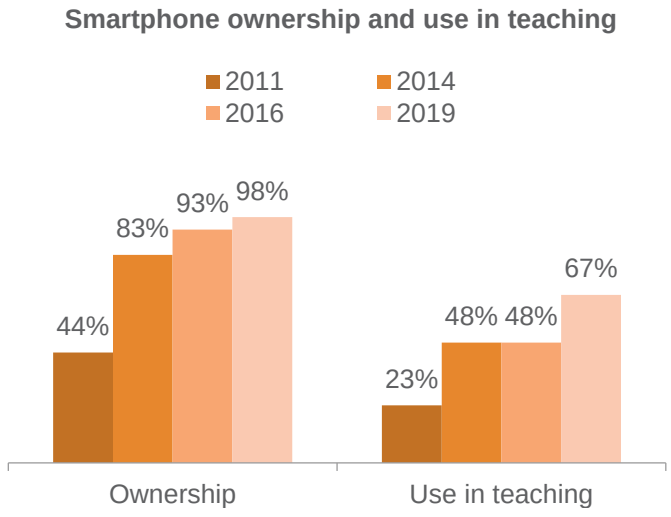
Figure 3.1. Which of these devices do you own?

Figure 3.1. Which of your personal devices do you use in your teaching or preparation work?



Similar to the 2016 results, most respondents report having access to a smartphone (95%) and laptop (90%). This continues to be in line with Navitas teaching staff globally, providing further evidence that these devices are standard.

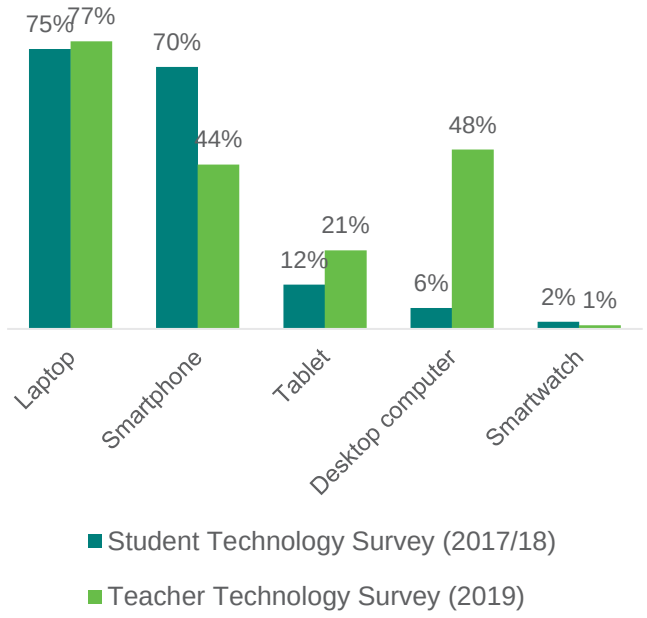
The larger screen devices (laptops/desktops) are more commonly used in teaching than smaller screen devices, however, there is an increasing trend in the use of smartphones in teaching and preparation work across the years. In 2016, 39% of respondents reported using their smartphone and in 2019, the percentage increased to 44%. To exemplify this trend, see below the Navitas English (ELICOS) ownership and use of smartphones since 2011.



Benchmarking:

- Smartphone ownership has increased by 50% increase since 2011.
- Increased ownership of devices tends to generally correlate with increased use of devices in teaching (more familiarity and comfort with technology).
- ELICOS teachers are more likely to use smartphones in teaching than all other Navitas teachers.

Figure 3.2. Use of device in course/program: Teaching staff vs. Students

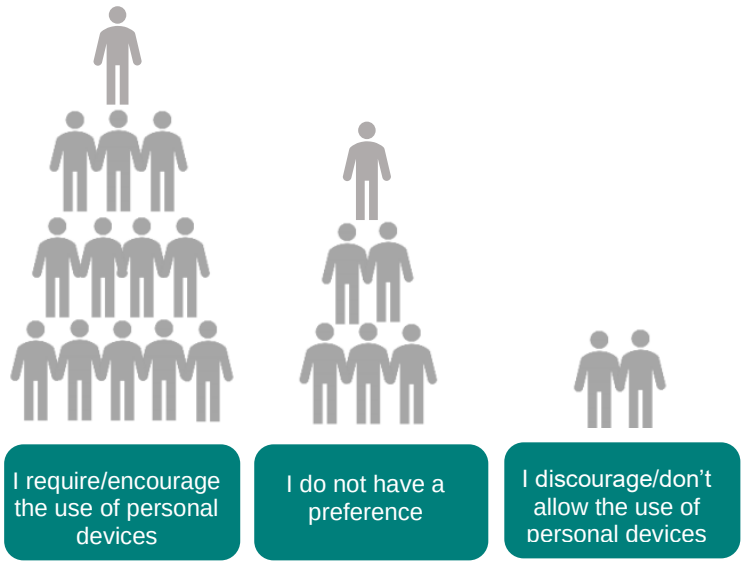


When comparing the use of devices between teaching staff and students, there continues to be some notable differences.

Teaching staff are still much more likely to use a desktop computer and less likely to use their smartphone. However, there has been a shift compared to the previous survey for smartphone use is increasing (39% in previous survey). These slight shifts indicate the evolving behaviours of teaching staff. This may be driven by technology advances, increased confidence with technology, student technology behaviours, convenience or some mix of the above.

There are still opportunities for teachers to develop skills in designing and delivering effective, engaging mobile-friendly learning experiences to support students' device habits and preferences.

Figure 3.3. Which of these statements best reflects your approach to students using their own devices in class?



Over 60% of teachers either require or encourage students to use their own devices in class. This has increased by 8% from the 2016 survey. This suggests that teaching staff are demonstrating a trust in students taking responsibility for their learning, and that more teachers are incorporating student devices into learning activities.

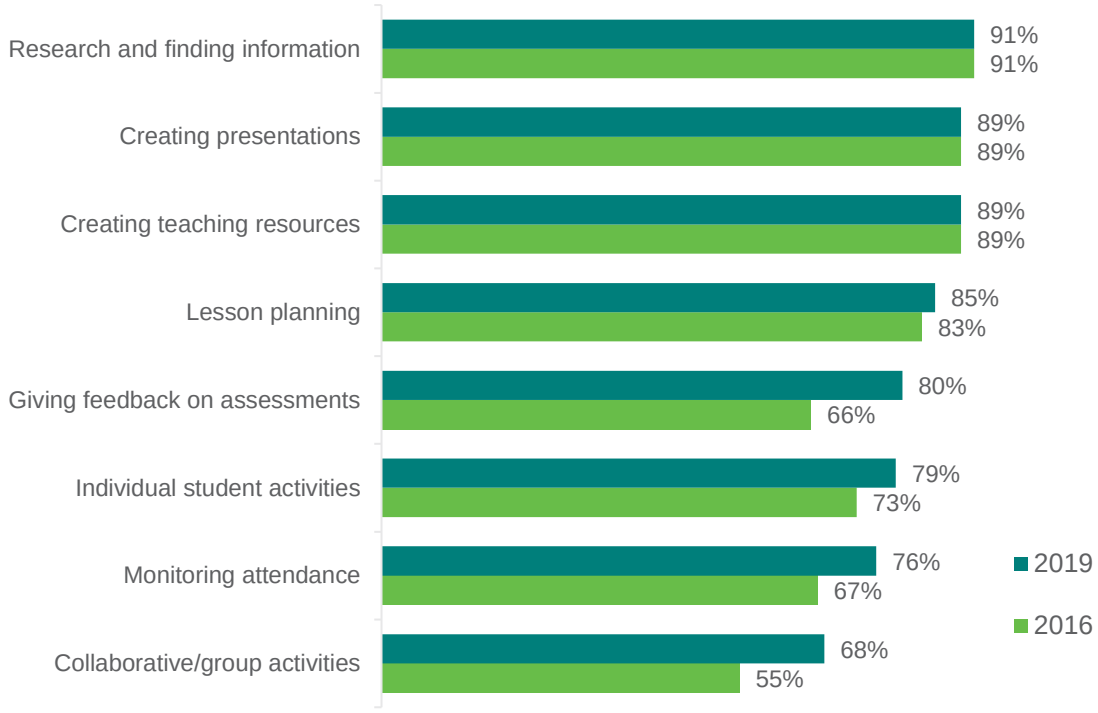
In benchmarking teaching staff approaches vs. student perception, there are some differences. While almost 65% of teaching staff require/encourage student devices, only around 40% of students thought the same. One student comment suggests: "*It generally depends on which teacher, some are stricter about students bringing personal devices like phones and tablets into classrooms"*

– Deakin College student (2017 Student Technology Survey)

Teaching with technology

Survey questions:	• *Do you use technology for any of these teaching activities?* • *How do you communicate with your teaching colleagues?* • *How do you communicate with students?*
Why ask these questions?	These questions assist in understanding more about how technology fits in with current teaching activities. Communication with other teachers and with students is also explored in order to understand the potential impact of habits on the student experience, and on teacher connection and community.

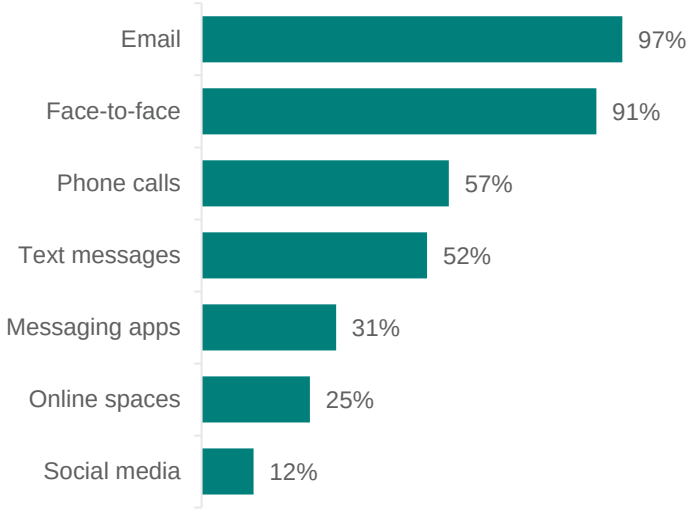
Figure 4.1. Do you use technology for any of these teaching activities?



The most common reported uses for technology are teaching activities typically used in preparation work: creating presentations, creating resources, finding information and lesson planning.

This is largely similar to the 2016 Teacher Technology Survey with increases in the more administrative activities (monitoring attendance, giving feedback on assessment) and in student activities (individual and collaborative/group activities). These increases are likely related to a combination of improved systems and processes, shifting behaviours and increased familiarity and confidence with technology.

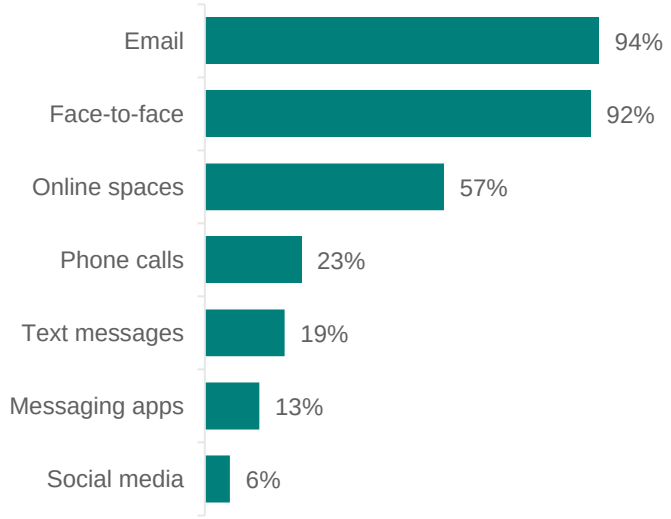
Figure 4.2. How do you communicate with your teaching colleagues?



Teaching staff rely on 'traditional' forms of communication (email and face-to-face) in their communication with other teaching staff.

Although the use of messaging apps and online spaces have increased from the 2016 survey they are used much less for communication.

Figure 4.3. How do you communicate with students?



Teaching staff communicate with students mainly through email and face-to-face modes. Communication via online spaces has increased from the 2016 survey by 15% to 57%.

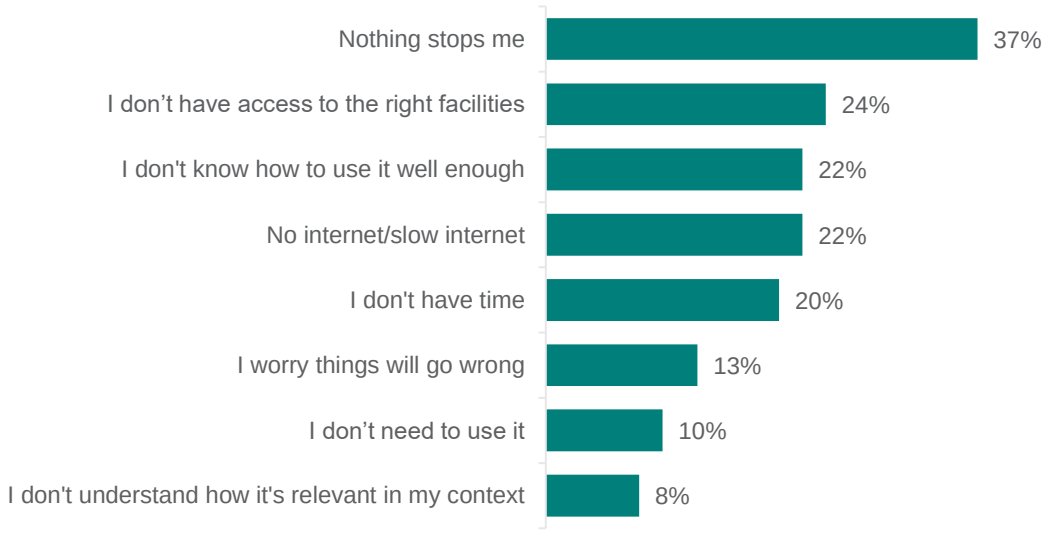
During the time between surveys, the learning management system across Navitas colleges underwent significant upgrades. This likely renewed interest, increased enthusiasm and also gave teaching staff access to additional and modern features.

In the 2017/18 Student Technology Survey, respondents indicated that they are less likely to communicate with teaching staff through the online space (11%), suggesting that teachers are using online spaces in a one-directional manner e.g. to make announcements rather than an open dialogue.

Challenges & Support

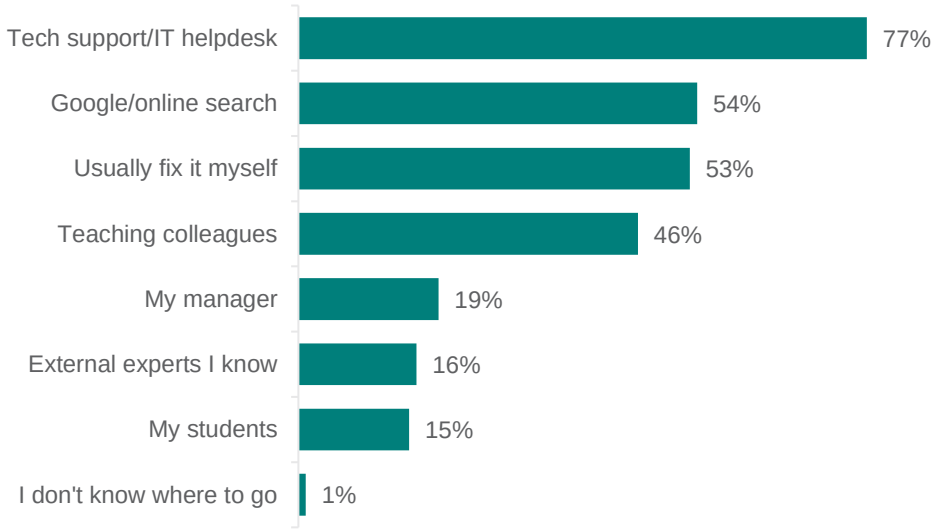
Survey questions:	• *What stops you from using technology more effectively in your teaching?* • *Who do you go to if you have a problem with technology?* • *How can your experience with technology in your teaching be improved?*
Why ask these questions?	These questions help to identify some common challenges and obstacles teachers face in using technology in teaching, and where they turn to for assistance. An open question on how technology experiences can be improved also gives respondents chance to explain any areas of frustration or opportunity they would like to make clear.

Figure 5.1. What stops you from using technology more effectively in your teaching?



37% of respondents indicate that ‘Nothing stops me’ from using technology more effectively in teaching. Answers here are further supported by free-text responses to the later question. ‘How can your experience with technology in your teaching be improved?’ with many responses relating to PD & training, resources and facilities as well as reliability (internet, up-to-date devices).

Figure 5.2. Who do you go to when you have a problem with technology?



Tech support/IT helpdesk is the most commonly used resource for most teaching staff to resolve technology programs with 77% of respondents. The next two responses were 'Google/online search' and 'Usually fix it myself' have both slightly increased from the 2016 survey and demonstrate a level of self-reliance from teaching staff when dealing with technology issues.

The other notable resource to solve technology problems is other teaching colleagues (46%). This suggests that a mix of informal and formal resources are important for teaching staff.

Figure 5.3. How can your experience with technology be improved?

Professional development (29%) was the main theme uncovered 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 (22%) was second highest, with many comments related to standardising provision of classroom technologies across teaching spaces.

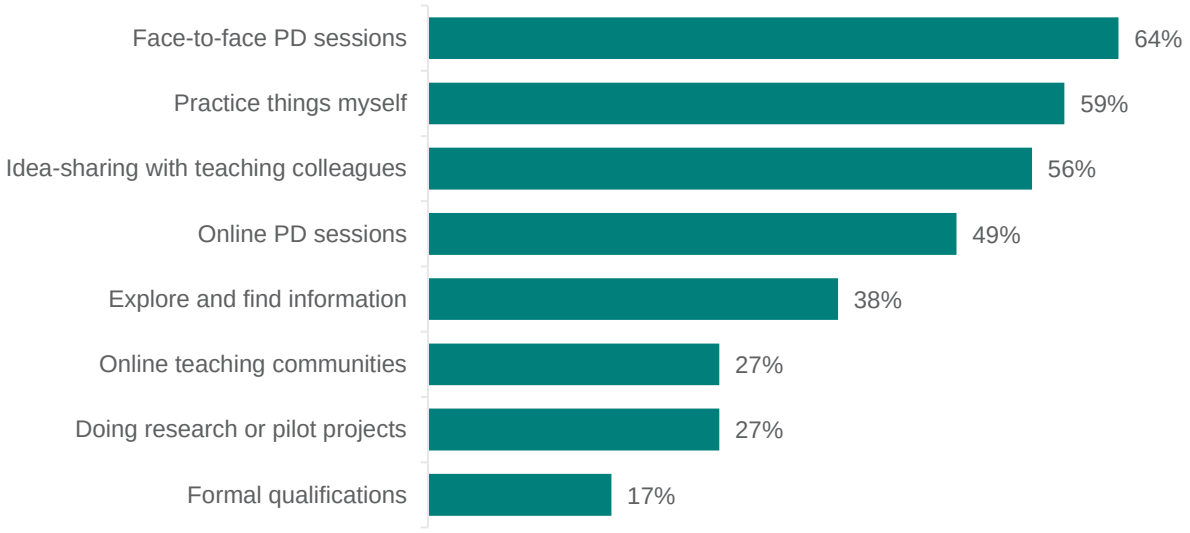
Quality & Reliability (21%) was largely related to the internet, up-to-date software and equipment.

Practical application (16%) related to the alignment of technology and pedagogy and thoughtful incorporation of technology into curriculum.

Learning & Sharing

Survey questions:	• *How would you like to learn more about teaching with technology?* • *What has previously encouraged you to try a new technology-related idea in your teaching?* • *Which of the following best describes how you talk about technology with other teachers?*
Why ask these questions?	These questions help us form a broad picture of how teachers like to learn, and the extent to which teachers connect with each other for learning and innovation. They also help us understand potential gaps in PD and learning opportunities for teachers.

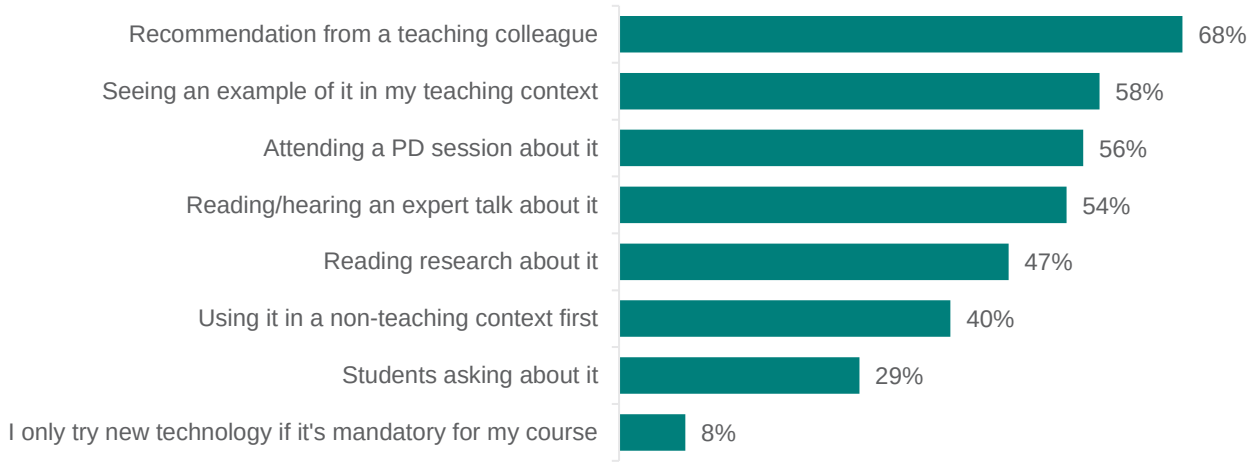
Figure 6.1. How would you like to learn more about teaching with technology?



Top responses reflect a mix of PD and training, individual practice and idea-sharing with teaching colleagues. A combination of all three approaches is likely to have the most impact on learning about teaching with technologies.

Online PD sessions had the highest uptake from the 2016 survey increasing by 10%. This is likely due to teaching staff gaining familiarity and confidence in attending PD in the online environment and may continue to increase in future surveys.

Figure 6.2. What has previously encouraged you to try a new technology-related idea in your teaching?

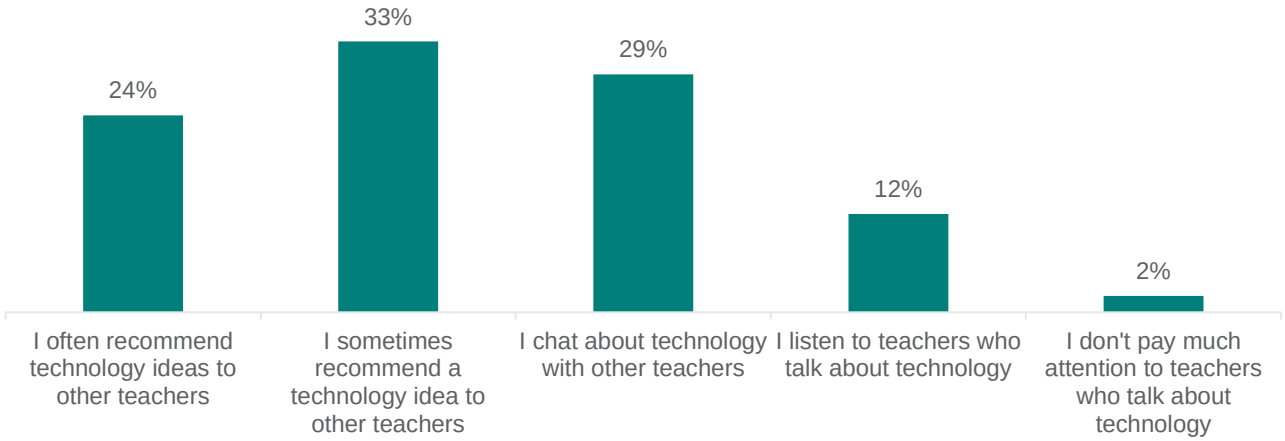


The top three responses depict some of the important aspects for teaching staff in encouraging adoption of new technology-related ideas: recommendation from a teaching colleague, seeing examples in their teaching context and attending professional development.

The emphasis on recommendations from teaching colleagues relates to another survey question about how teaching staff talk/share about technology with higher number of teachers sharing more often. Those behaviours are important to encourage in order to leverage teacher capabilities and create a culture of innovation.

There has been a notable increase in attending a PD session from the previous survey up from 44% in 2016. Some of the reasons behind this increase could be due to more opportunities to attend PD, increased awareness of PD and the availability and familiarity of online PD sessions.

Figure 6.3. Which of the following best describes how you talk about technology with other teachers?



When asked about how teaching staff talk about technology with other teaching colleagues, responses reflect an ‘active’ approach with 57% often or sometimes recommending technology ideas (up from 42% in 2016) and another 29% ‘chatting’ about technology.

As seen in figure 6.2, a recommendation from a teaching colleague is the most encouraging avenue for teaching staff to try new ideas and the responses to this question demonstrates that a significant portion of teaching staff are frequently sharing recommendations.

Additional information

Many thanks to the academic directors, college directors and other contributors who helped to design and encourage participation in this survey. Thanks to our Navitas teachers worldwide for taking the time to contribute and share your experiences.

Research and report by

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Comments and contributions to the analysis above are encouraged and welcomed. Please contact learningandteaching@navitas.com with any specific queries or for a general discussion about the survey.

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Other references and material

1. **Survey questions:** https://www.surveymonkey.com/r/TTS2019Preview
2. **Detailed reports**
    - In addition to this global summary, full detailed reports have been produced for the following:
        - Careers & Industry (SAE, ACAP, Government Services)
        - University Partnerships (UP Australasia, UP Europe, UP North America)
3. **Past reports**
    - **2017 Student Technology Survey**
        - Survey questions - https://www.surveymonkey.com/r/STS2017Preview
        - Webinar of results - https://learningandteaching-navitas.com/playagain/making-connections-global-student-technology-survey/
        - Global report - https://learningandteaching-navitas.com/making-connections-global-student-technology-survey/
    - **2016 Teacher Technology Survey**
        - Survey questions - http://tinyurl.com/NavitasTTS2016-PreviewQ
        - Webinar of results - http://learningandteaching-navitas.com/playagain/how-our-teachers-really-feel-tech/
        - Global report - http://learningandteaching-navitas.com/global-report-teachers-really-feel-technology/

Participating colleges

University Partnerships Australasia

- Australian College of Business and Technology (ACBT)
- Centre for English Language at the University of South Australia (CELUSA)
- Curtin College
- Curtin Singapore
- Deakin College
- Edith Cowan College (ECC)
- Eynesbury
- Eynesbury College Academy of English (ECAE)
- Griffith College
- Hawthorn-Melbourne
- La Trobe College Australia
- La Trobe University - Sydney Campus
- Navitas English
- Newcastle International College (NIC)
- South Australian Institute of Business and Technology (SAIBT)
- Sydney Institute of Business & Technology (SIBT)
- University of Canberra College (UCC)
- UCC English Language Centre (UCCELC)
- University of Canterbury International College (UCIC)
- Western Sydney University International College (WSUIC)
- Western Sydney University – Sydney City Campus

University Partnerships Europe

- Birmingham City University International College (BCUIC)
- Cambridge Ruskin International College (CRIC)
- Hertfordshire International College (HIC)
- International College of Portsmouth (ICP)
- International College at Robert Gordon University (ICRGU)
- London Brunel International College (LBIC)
- The College, Swansea University
- University of Northampton International College (UNIC)
- University of Plymouth International College (UPIC)

University Partnerships North America

- Florida Atlantic University GSSP
- Fraser International College (FIC)
- International College of Manitoba (ICM)
- Richard Bland College of William & Mary GSSP
- University of Idaho GSSP
- University of Massachusetts Boston GSSP
- University of Massachusetts Dartmouth GSSP
- University of Massachusetts Lowell GSSP
- University of New Hampshire GSSP

Participating colleges / campuses

ACAP

- ACAP Adelaide
- ACAP Brisbane
- ACAP Melbourne
- ACAP Sydney

Government Services

- ACT
- Auburn
- Bankstown
- Burwood
- Cabramatta
- Campsie
- Dee Why
- Fairfield
- Hornsby
- Hurstville
- Liverpool
- Parramatta

SAE

- SAE Adelaide
- SAE Amman
- SAE Amsterdam
- SAE Athens
- SAE Atlanta
- SAE Barcelona
- SAE Belgrade
- SAE Berlin
- SAE Bochum
- SAE Brisbane
- SAE Brussels
- SAE Byron Bay
- SAE Cape Town
- SAE Chicago
- SAE Dubai
- SAE Emeryville
- SAE Frankfurt
- SAE Genève
- SAE Glasgow
- SAE Hamburg
- SAE Hannover
- SAE Jakarta
- SAE Koln
- SAE Leipzig
- SAE Liverpool
- SAE Madrid
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- SAE Mexico City
- SAE Miami
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- SAE Nashville
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