

THE 2019 TEACHER DIGITAL PERSPECTIVES SURVEY

PREPARED BY OPINIUM FOR THE EDUCATION AND TRAINING FOUNDATION



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EXECUTIVE SUMMARY

Use of technology

- Technology is currently being used primarily by teachers for (A) Planning and (B) Taking different approaches to teaching.
- In particular, lesson planning, searching for resources and creating resources are the most likely applications of technology.
- Colleges are more likely to be using technology for various applications compared to the FE sector average.

Satisfaction with technology and support needs

- Current software and hardware is seen to be easy to use and functional, however not particularly new or fast.
- Overall, use of technology is very high, with only 6% saying they use it rarely or not at all. Despite not being the newest or fast, satisfaction with technology is also high at 71%.
- Teachers are very open to the benefits that technology can provide and accept that it can make their jobs easier. Therefore, it is unsurprising that 70% want to use technology more in the future and 86% would recommend using technology in teaching to their peers.
- However, teachers say they need more support using technology. 59% say that both themselves and students equally need more training, and this should come from external bodies, as well as other teachers.

Enablers and Barriers

- The primary barriers teachers face is through poor infrastructure, e.g. physical restrictions caused by classroom design and access to WIFI/hardware. Tackling this would be the greatest enabler of technology usage.

EdTech

- The benefits of EdTech are widely recognised with teachers overwhelmingly agreeing with the variety of benefits that it brings to the sector.

METHODOLOGY AND SAMPLE

Methodology

The survey was scripted and hosted by Opinium via an online methodology and took on average 9 minutes to complete. Fieldwork was carried out from the 5th of February to 18th of March 2019.

The questionnaire outline was as follows:

1. Demographics
2. Use of technology
3. Satisfaction with Technology and Support needs
4. Enablers and Barriers
5. EdTech

Sampling approach

- To achieve the desired number of completes, we recruited teachers using the ETFs marketing database, as well as through online panel providers.

Sample overview

We surveyed 450 Teachers in the Further Education sector and achieved the following demographic splits.

JOB ROLE	%
Teacher/tutor/trainer/lecturer	91%
Trainee teacher/tutor/trainer/lecturer	5%
Other	4%

LEVEL TAUGHT	
Entry level - Level 2	44%
Level 3	32%
Level 4- Level 5	43%
Other	10%

LEARNING PROVIDER	%
Colleges	43%
ITPs	10%
Local Authorities	15%
Other	32%

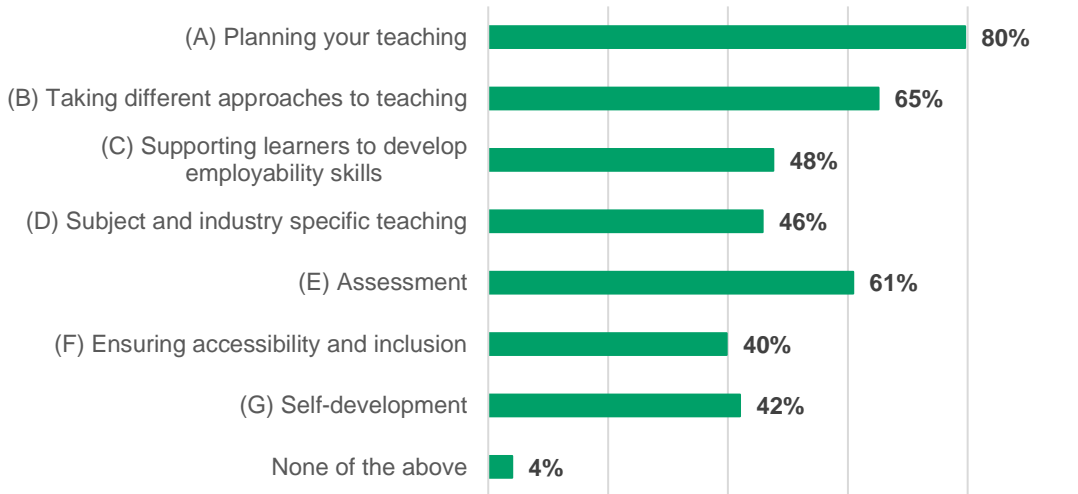
SUBJECT TAUGHT	%
English	16%
Leisure, retail, and education	16%
Mathematics	9%
Health, care and agriculture	9%
Business, administration and law	7%
Construction and engineering	7%
Science	6%
Languages, literature and culture	6%
Humanities	4%
Social Sciences	4%
ICT	4%
Arts, media and publishing	3%
Other	9%

USE OF TECHNOLOGY

Use of technology

The majority of teachers use technology for planning their teaching.

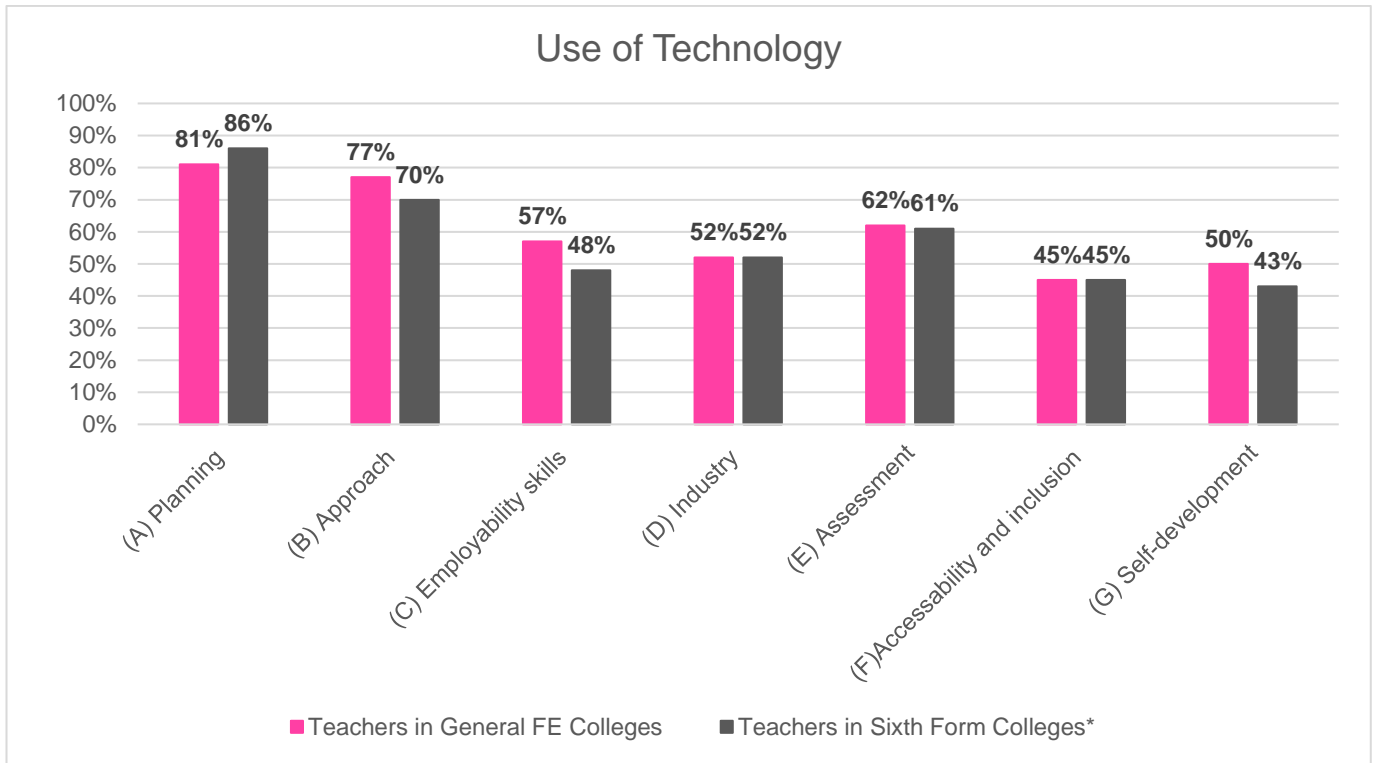
What do you currently use technology for?



80% of teachers in Further Education use technology to plan their teaching, followed by 65% who use technology as a way of taking a different approach to teaching.

Overall, College staff are more likely to be using technology for 'Taking different approaches to teaching' (72%), 'Supporting learners to develop employability skills' (56%), 'Subject and industry specific teaching' (51%) and 'Ensuring accessibility and inclusion' (44%).

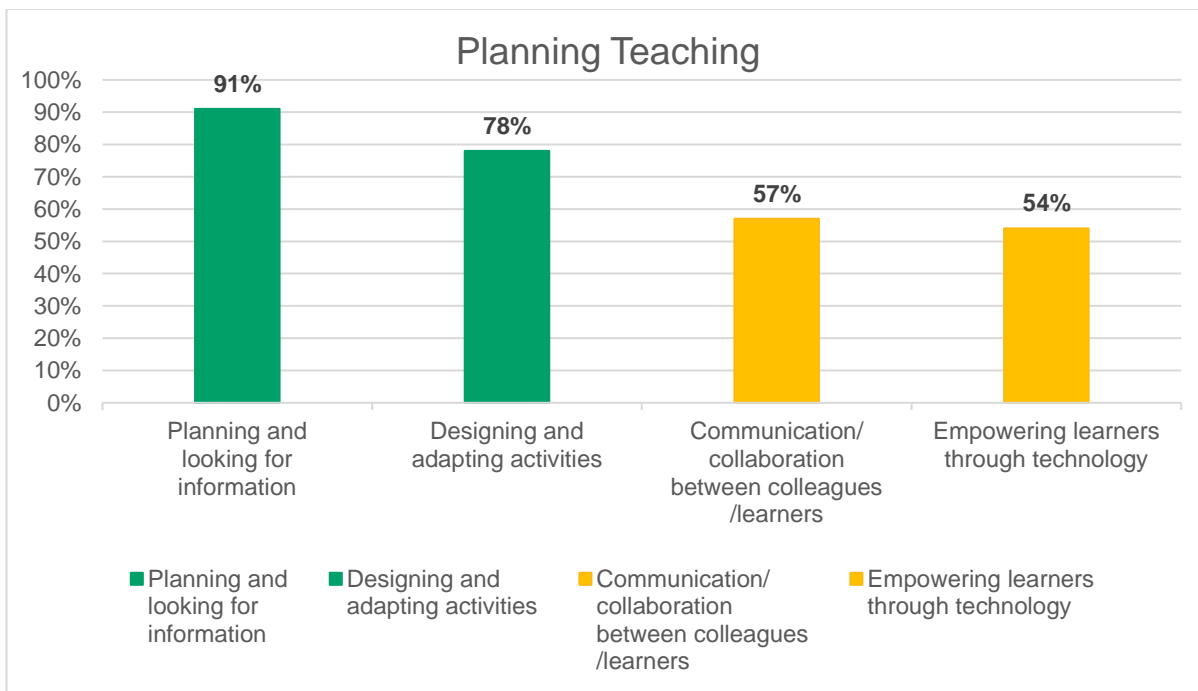
Turning to different types of colleges, General FE college staff are more likely than Sixth Form staff to be using technology for 'Taking different approaches to teaching', 'Supporting learners to develop employability skills' and 'Self-development'.



*Low base (44)

Use of technology – Planning

Among teachers who use technology for planning their teaching, the majority (91%) do it to plan and look for necessary information.



Colleges perform better than ITPs across all aspects of planning, in

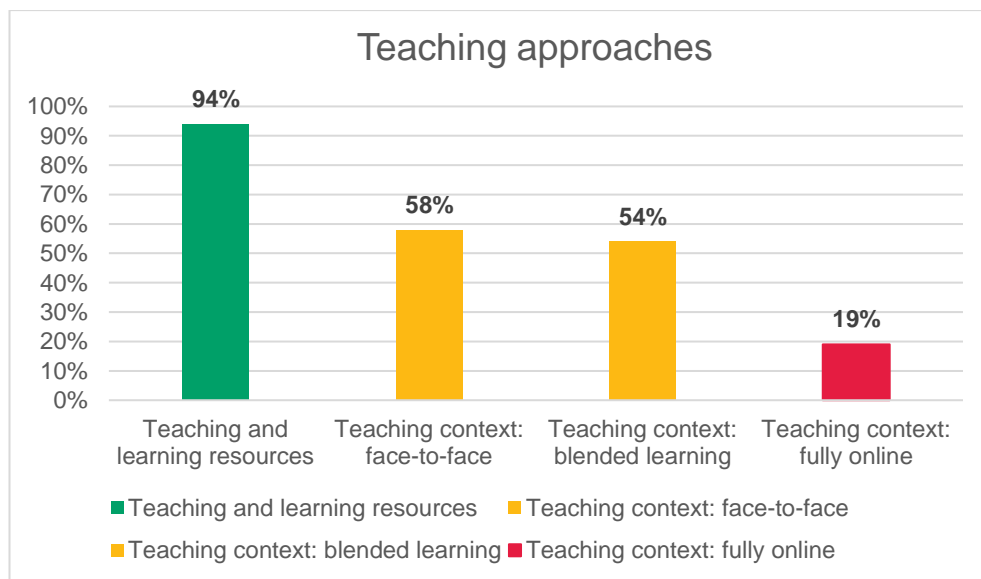
particular at Designing and adapting activities for learners (86% vs. 63% for ITPs).

General FE college staff were more likely than Sixth Form staff to be using technology for designing and adapting activities (89% vs. 76%*) and empowering learners through technology (62% vs, 50%*).

*Very low base (38)

Use of technology – Approaches

Among teachers who use technology for approaches to teaching, the majority use it for obtaining teaching and learning resources.



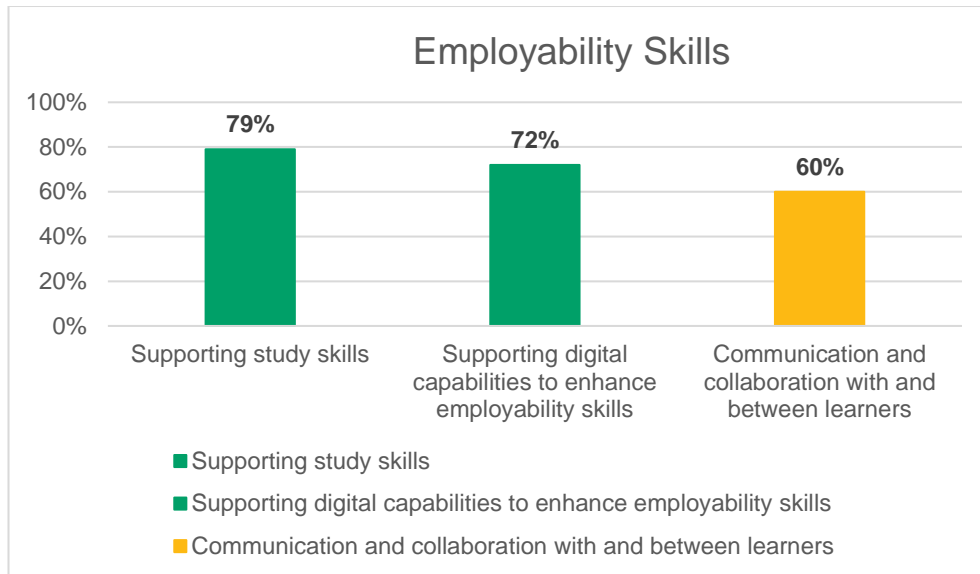
Using technology for Teaching context: face-to-face is more prevalent for teachers working in ITPs (80%) than average (58%).

General FE college staff were more likely than Sixth Form staff to be using technology for teaching context: face-to-face (65% vs. 58%*) and teaching context: blended learning (56% vs. 48%*).

*Very low base (31)

Use of technology – Employability skills

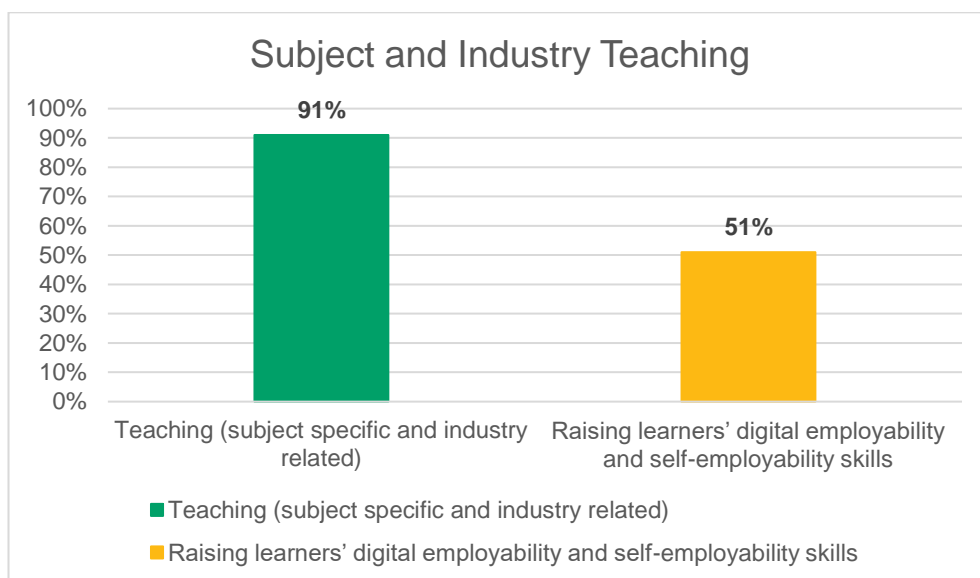
Among teachers who use technology for employability skills, the majority use it to support study skills.



Teachers in colleges (86%) are more likely to use technology to support learners study skills than other providers (79% average).

Use of technology – Subject and industry teaching

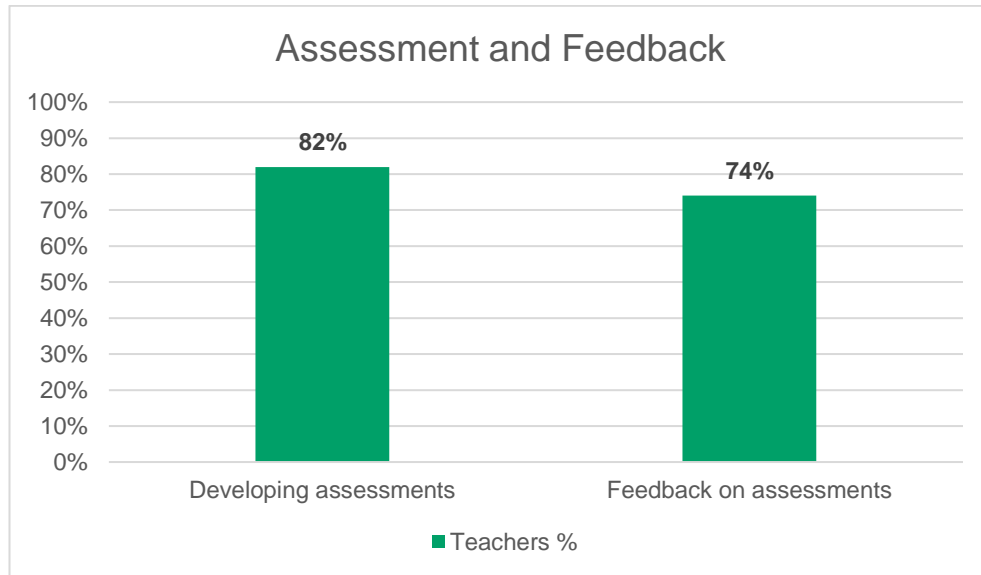
The use of technology for subject and industry specific teaching is more common among teachers than raising learners' digital employability skills.



Although raising learners' digital employability and self-employability skills is significantly lower than teaching, colleges do use technology for this more than other types of organisation (58% vs. 51% average)

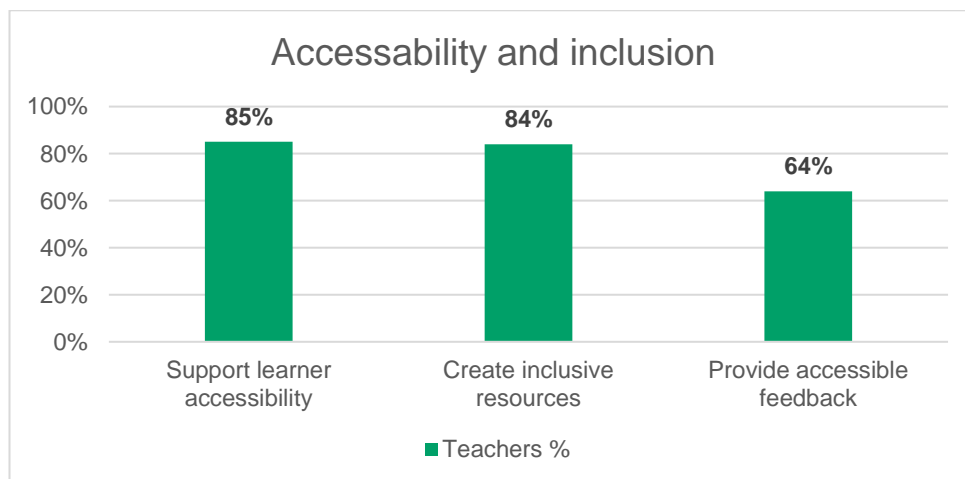
Use of technology – Assessments and feedback

Teachers widely use technology for both assessments and feedback.



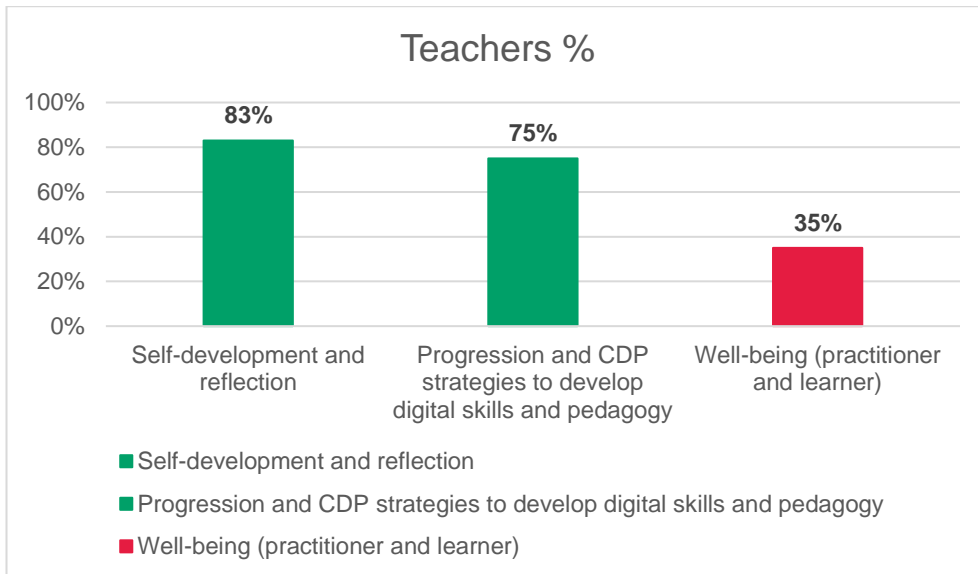
Use of technology – Accessibility and inclusion

Technology assists teachers to ensure accessibility and inclusion.



Use of technology – Self-development

Teachers make use of technology for many aspects of self-development

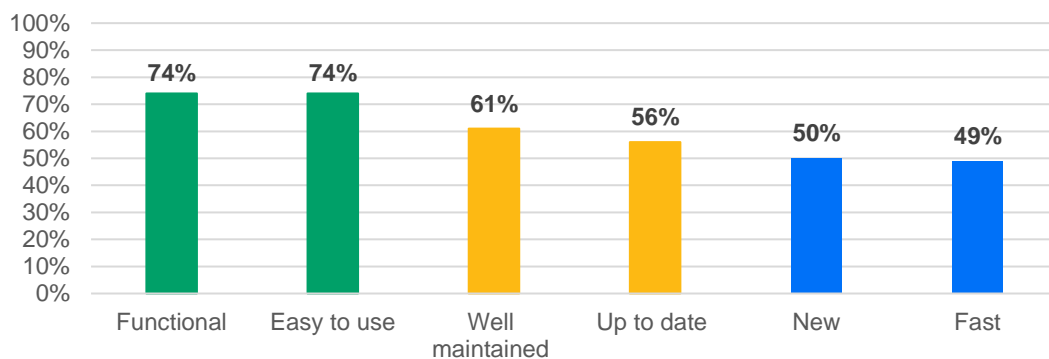


SATISFACTION WITH TECHNOLOGY AND SUPPORT NEEDS

Hardware Technology

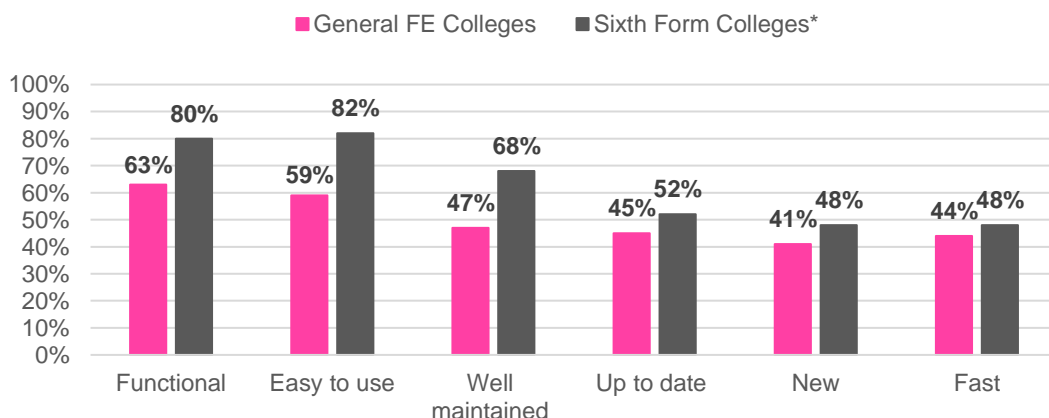
Teachers are broadly positive about the hardware available at their organisation, especially agreeing that it is functional and easy to use. However, only around half would say that it is fast or new.

How would you describe the hardware available at your organisation?



Sixth Form College staff are more positive about their technology than staff at General FE Colleges.

How would you describe the hardware available at your organisation?

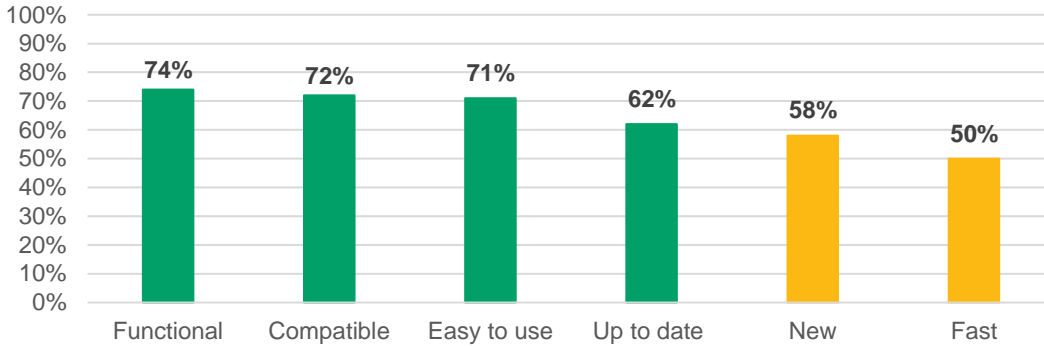


*Low base (44)

Software Technology

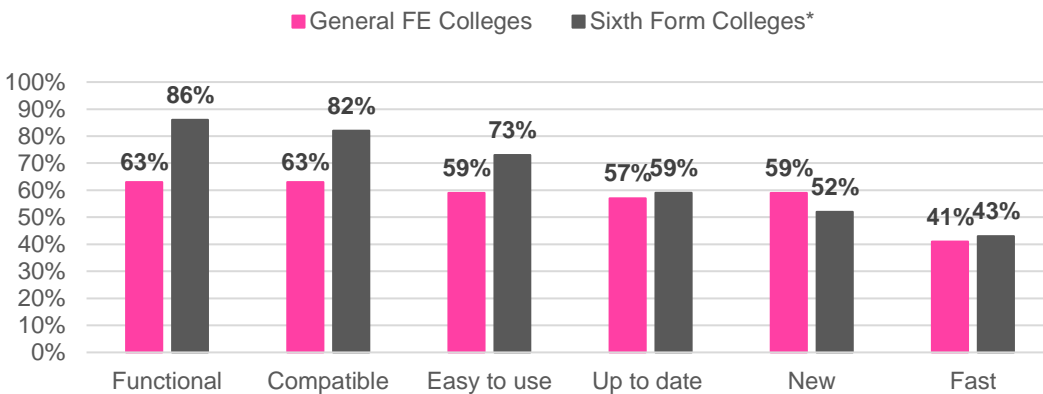
Software technologies score similarly to hardware, with perceptions of fast and new being the least common.

How would you describe the software available at your organisation?



Sixth Form College staff are also more positive about their software than staff at General FE Colleges.

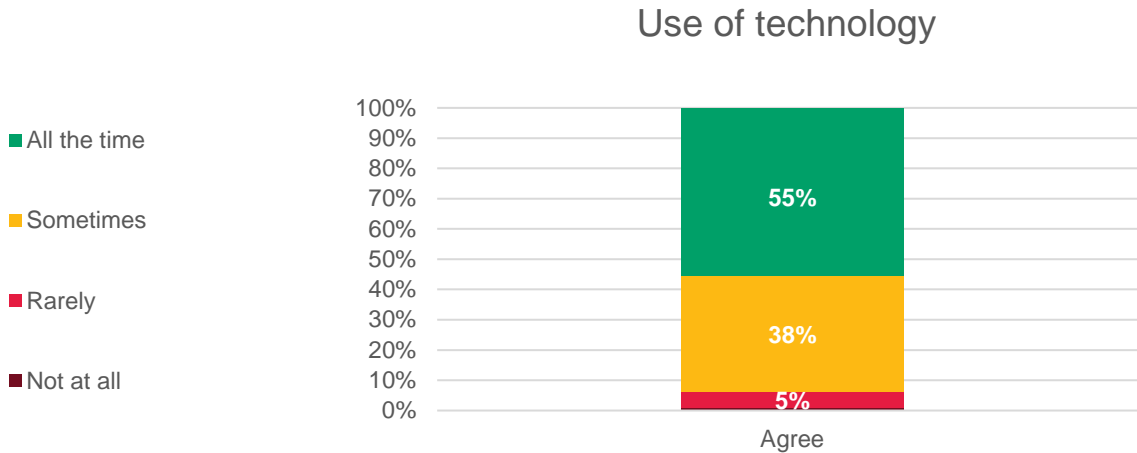
How would you describe the software available at your organisation?



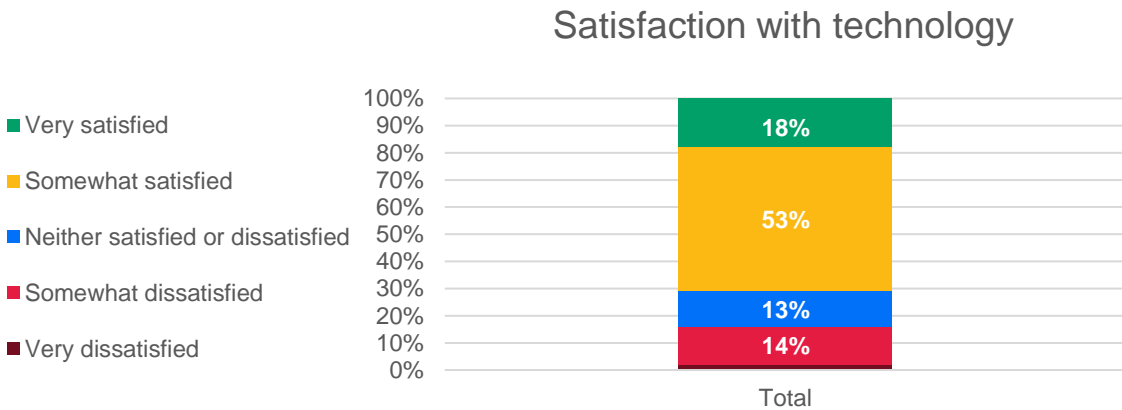
*Low base (44)

Satisfaction with technology

Over half say they use technology all the time in their teaching, with the majority of teachers also satisfied with the technology available to them.



Only 6% say they use technology rarely or not at all in their teaching or training. Those that use technology most include College staff (61% use all the time), and those who are first to try new technology products (66%).

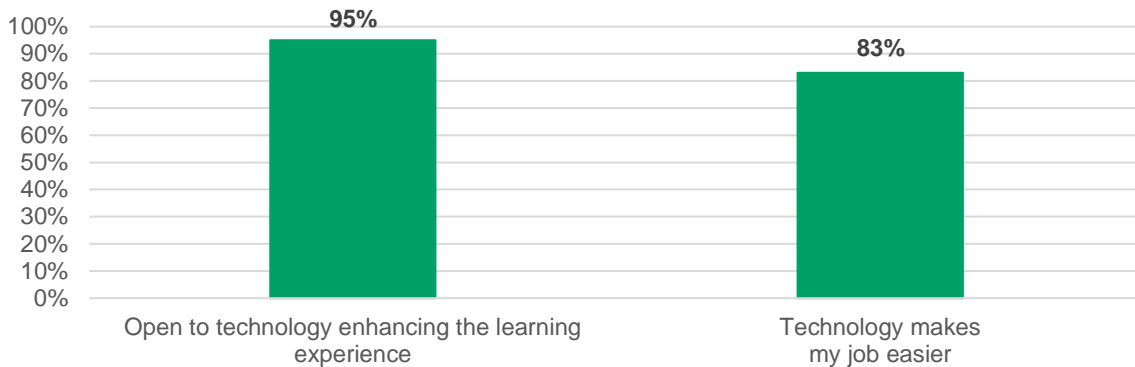


71% of teachers are satisfied with the technology available at their college/training provider. Satisfaction levels are highest among level 4 to level 5 teachers (76%), as well as those who are early tech adopters (87%). Sixth Form College staff are more satisfied with technology (82%*), compared to staff at General Further Education Colleges (66%).

*Low base (44)

Teachers are overwhelmingly open to technology enhancing students learning experiences and feel it makes their jobs easier.

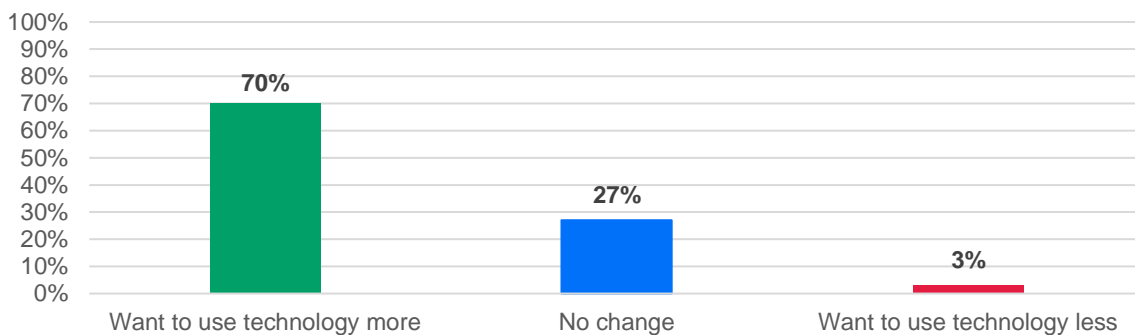
Using technology in the future



Using technology in the future

The majority of teachers would like to use technology more in their teaching/training, however a small minority feel they are using it enough.

Future usage of technology

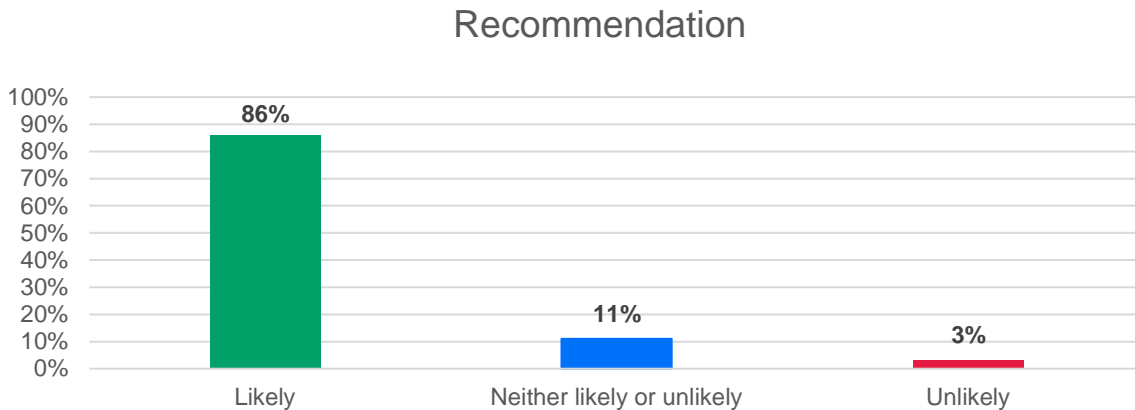


College staff are most keen to use technology in the future (76%), with ITP's less likely than average (58%). There are also higher levels of desire to use more technology from those teaching Levels 3 (74%), as opposed to those teaching Entry level to Level 2 (70%*). General FE college staff are slightly more likely to want to use technology more in the future (78%), compared to Sixth Form College staff (70%).

*Low base (31)

Recommendation

Teachers are very likely to recommend using technology to their peers, with 86% saying they would do so.



Support using technology

Teachers say they are not confident using the technology available to them.

Over two thirds of teachers (70%) say they need extra support using technology, which is consistently high across learning provider, level of teaching and levels of tech adoption. 29% say they do not think they need any extra support, and this is higher for those teaching Entry Level – Level 2.

General FE college staff are more likely to say they need more support using technology (73%), compared to staff at Sixth Form Colleges (64%*).

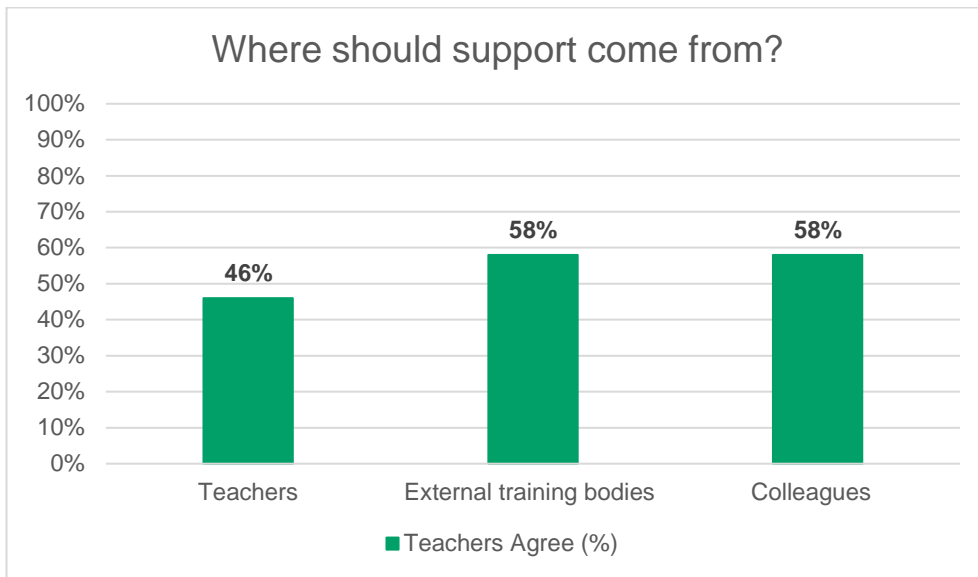
**Low base (28)*

Teachers across different levels believe both themselves and learners need more support using technology.

59% say that teachers and learners equally need more training, although 28% say that teachers are likely to need more support than learners when it comes to using technology. Only 10% say learners need more support than teachers. Interestingly, Sixth Form teachers are more likely to say they need support more than Learners (36%*), compared to General FE teachers (27%).

**Low base (44)*

Support should be provided by external training bodies and/or other teachers.



71% of General FE College staff want support from other colleagues, however this is only 45% for staff at Sixth Form Colleges*.

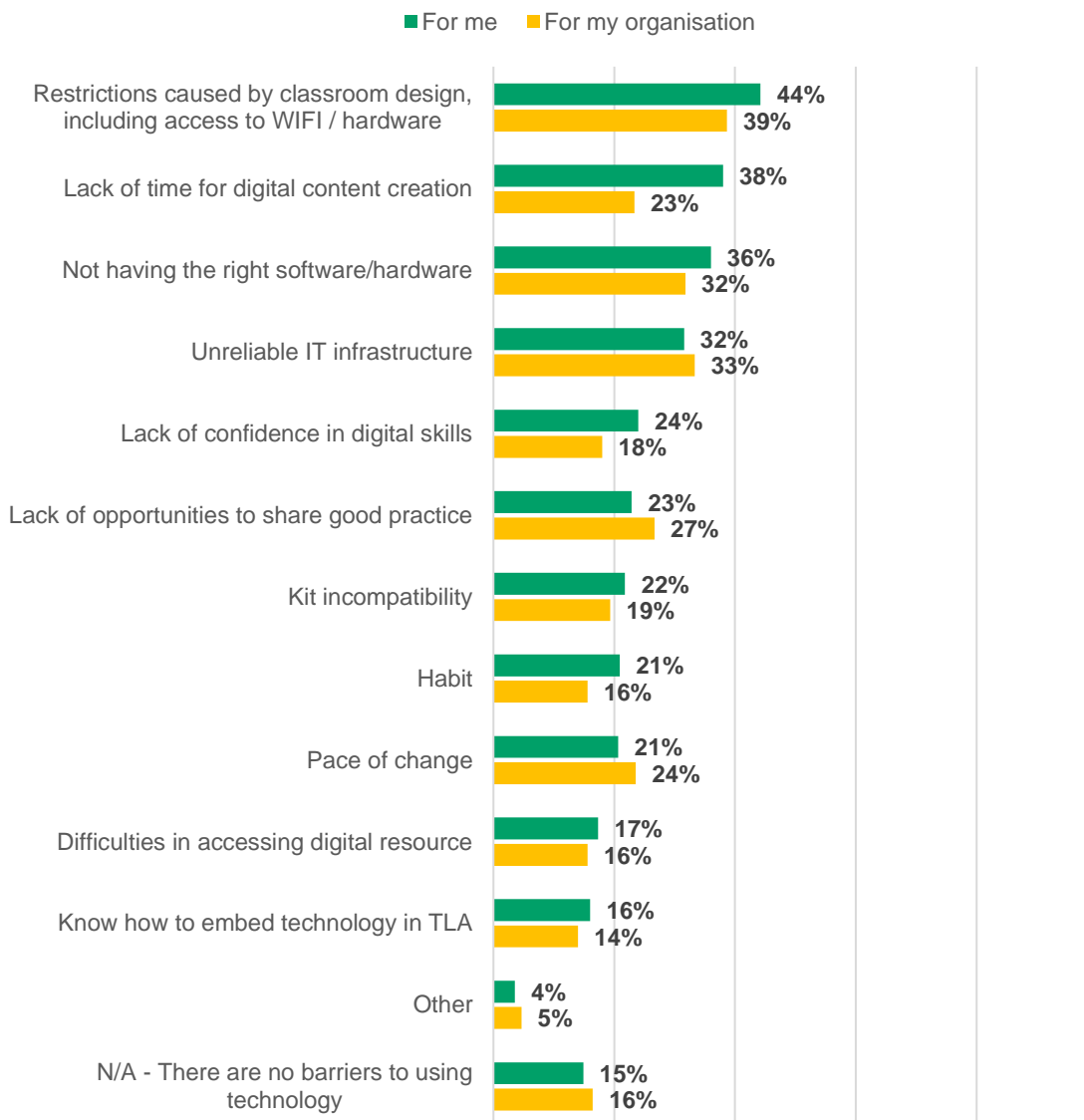
**Low base (44)*

ENABLERS AND BARRIERS

Barriers to technology

According to teachers, the biggest barrier to using technology in learning are the physical restrictions caused by classroom design, including access to WIFI/hardware.

Which of the following do you consider as barriers to using technology in learning?



According to 38% of teachers, the second largest barrier for themselves is a lack of time for digital content creation. This rises to 45% for those working at Colleges and is also high for those teaching Level 3 (49%). Turning to the primary barriers for teacher’s organisations, unreliable IT infrastructure (33%) and not having the correct hardware/software (32%) are the largest challenges after poor classroom design.

Turning to different types of Colleges, General FE college staff struggle

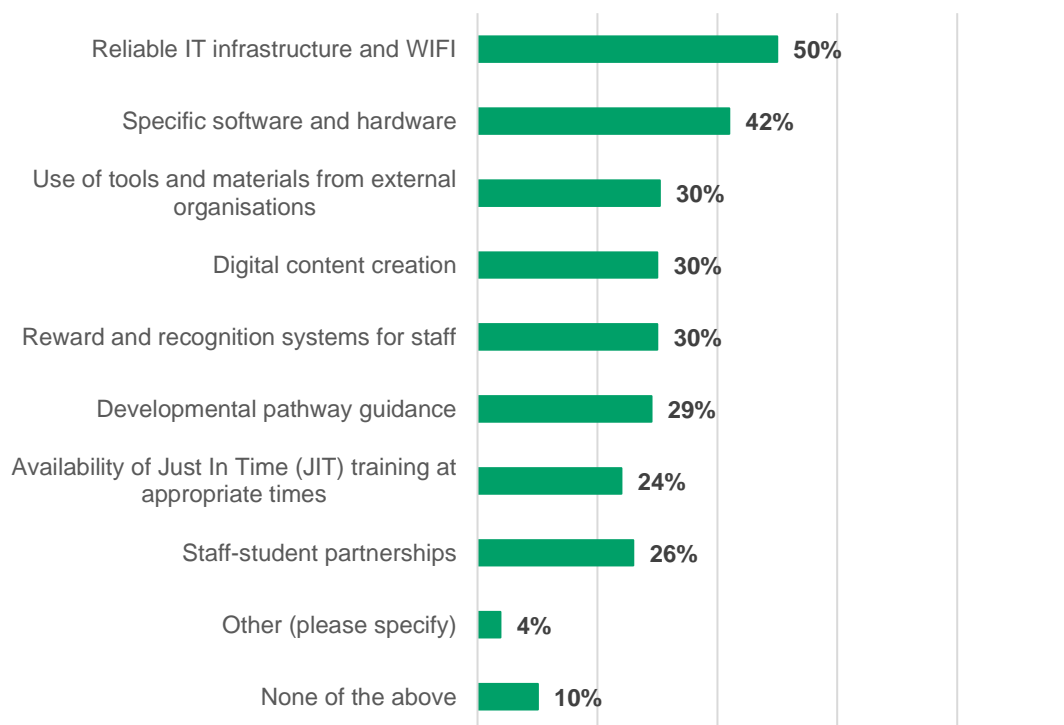
more with restrictions in classroom design (50%) and lack of time for digital content creation (48%). For Sixth Form College staff, the largest challenges are lack of opportunities to share good practice (32%*) and bad habits (30%*).

*Low base (44)

Enablers to technology

In-line with the barriers, teachers think that a more reliable IT infrastructure and WIFI coupled with new specific software and hardware, would improve the way technology is currently used.

In which of the following ways do you think technology in your organisation could be improved?



Directly addressing the structural challenges faced by teachers, half believe that a more reliable IT infrastructure and WIFI would help overcome the restrictions caused by the current design. 42% also think that a new specific software and hardware would also contribute to improving the technology.

Sixth Form College staff are more likely than General FE College staff to think that use of tools and materials from external organisations would help them overcome their barriers to using technology (34%* vs. 30%* respectively). *Low base (15, 39)

EDTECH BENEFITS

The benefits of EdTech are widely recognised. Although facilitating collaboration and fostering personalisation are the least endorsed by teachers, three quarters are positive about its role in supporting these.

To what extent do you agree with the following EdTech benefits?

Showing NET: Strongly agree/agree

