blink Learning

4th Survey on the Use of Technology in Education

Spain · Colombia · Mexico · Peru · Chile

September 2018

Results report

Spain

Conducted with the support of:

eligeeducar

OBSERVATORY of Educational Innovation Tecnológico de Monterrey

UNIMINUTO Corporación Universitaria Minuto de Dios. Educación de calidad al alcance de todos. Vigilada MinEducación

Universidad Rey Juan Carlos

Request the reports from the
remaining countries by emailing us at:
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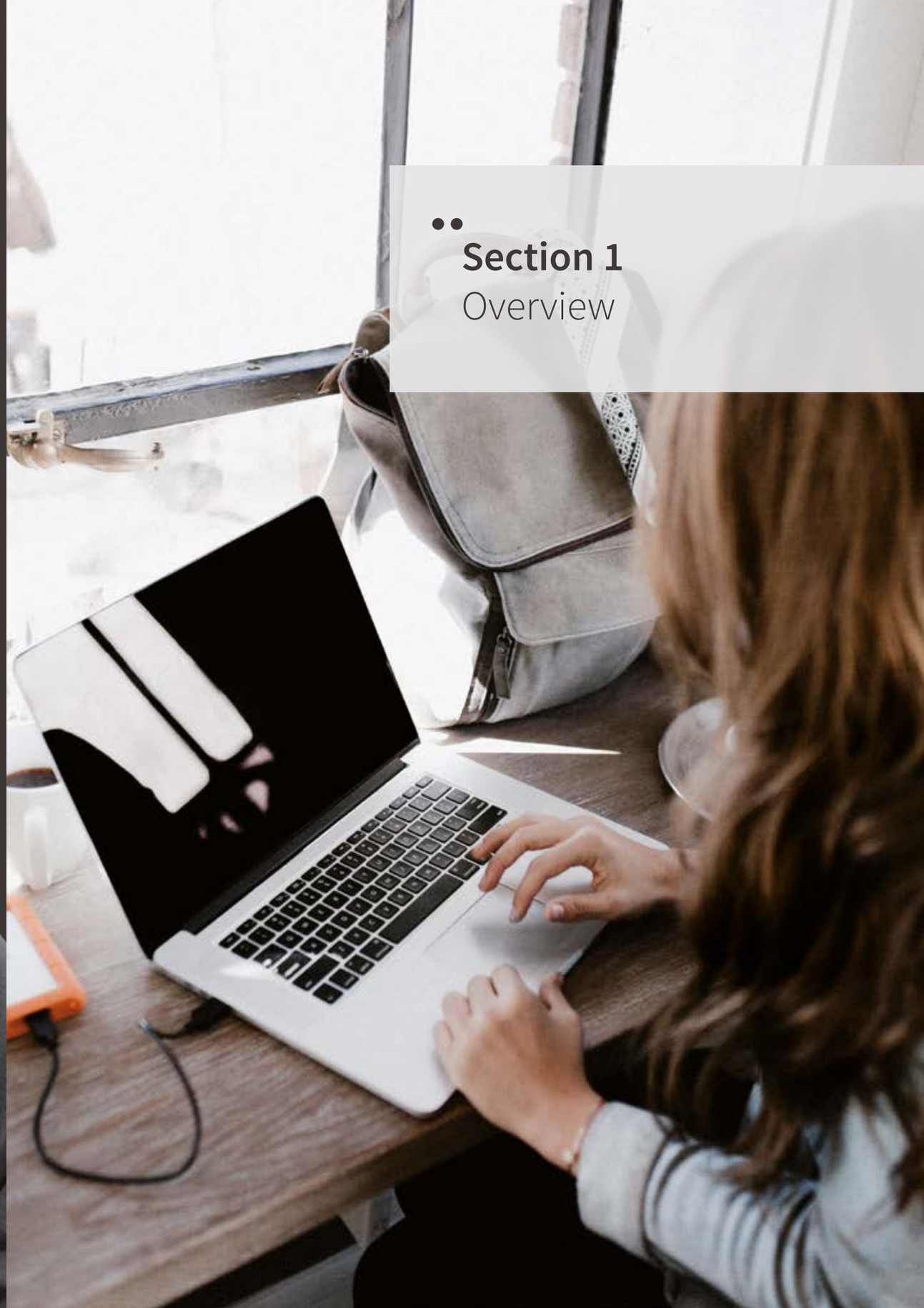
“This survey’s goal is to provide key data regarding teachers’ use of technology. We want to thank our partners in this endeavor for their commitment to its drafting and promotion allowing us to expand the number of participating countries.”

GONZALO BARANDA
BlinkLearning CEO



Section 1
Overview

Introduction and goals

The 4th edition of the "Survey on the use of technology in education" stands out for the inclusion of contrasting data from five different countries: Spain, Chile, Colombia, Peru and Mexico.

This broadening of the sample allowed us to get a better insight on how teachers from different educational contexts are applying technological solutions in their specific teaching environments.

We would like to thank our partners: Elige Educar from Chile, Corporación Universitaria Uniminuto de Dios from Colombia, the Observatorio de Innovación educativa of Mexico's TEC de Monterrey, Spain's Universidad Rey Juan Carlos and Peru's Education Ministry, for enthusistically supporting this initiative.

The 5.977 responses we have collected this year represent a threefold increase over the previous survey conducted in 2017. It proves that teachers are ever more interested in learning about new technological tools in education -in a process wich is widely accepted to be unstoppable.

For the next edition of this survey, we seek to obtain an even bigger sample as well as to reach additional countries.

Lastly, we want to thank our contributing teachers, Luis Manuel Martínez, Jesús Paz-Albo, Marta Gómez, Jorge Calvo, Moisés Llorente, Salvador Carrión, Isabel García-Velasco, Clara Cordero, Eva Bailén, Constanza Gómez, María José Lincovil, Marisol Cipagauta and Julio Alberto Ríos, for their assistance in drafting the questionnaire and selecting the most relevant issues for the teaching community both in Spain and Latin America.

Regards,
BlinkLearning team

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Methodology

Total respondents:
5,977

Chile 2,962
Colombia 885
Spain 533
Mexico 463
Peru 1,134

The online questionnaire is comprised of:
36 questions

Data collection period from:
May 21st
to
August

5 countries:
Spain, Peru, Mexico, Chile and Colombia

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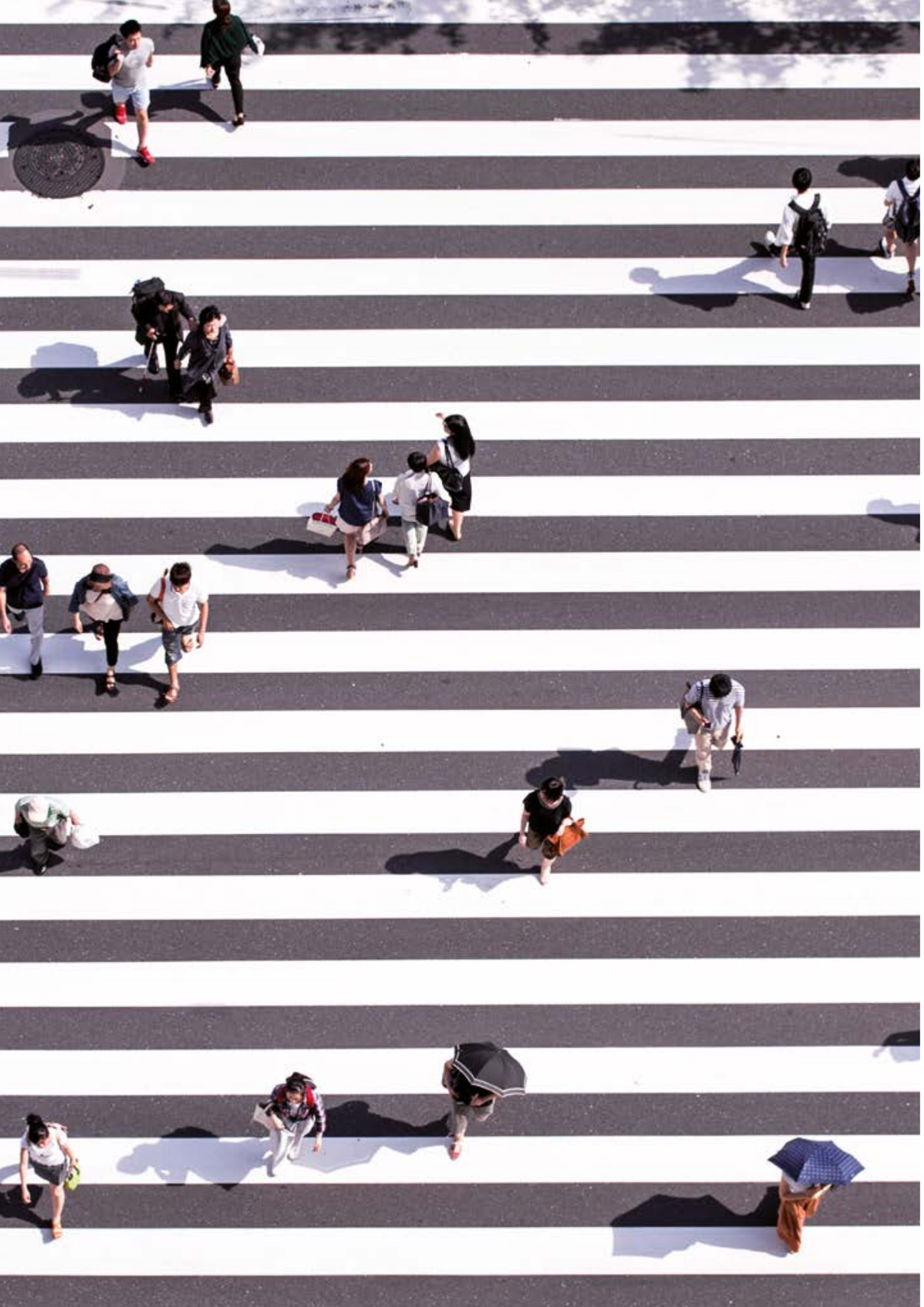


Spain sample overview

533
TOTAL RESPONDENTS
IN SPAIN

Teachers age range

- 22-30 — 6%
- 31-40 — 20%
- 41-50 — 35%
- 51-60 — 37%
- 61-67 — 2%

Years of teaching experience

- 0-10 — 25%
- 11-20 — 33%
- 21-30 — 31%
- 31-40 — 11%

Type of school (Multiple answer)

- Public — 55%
- Subsidised — 35%
- Private — 14%
- Language school — 1%

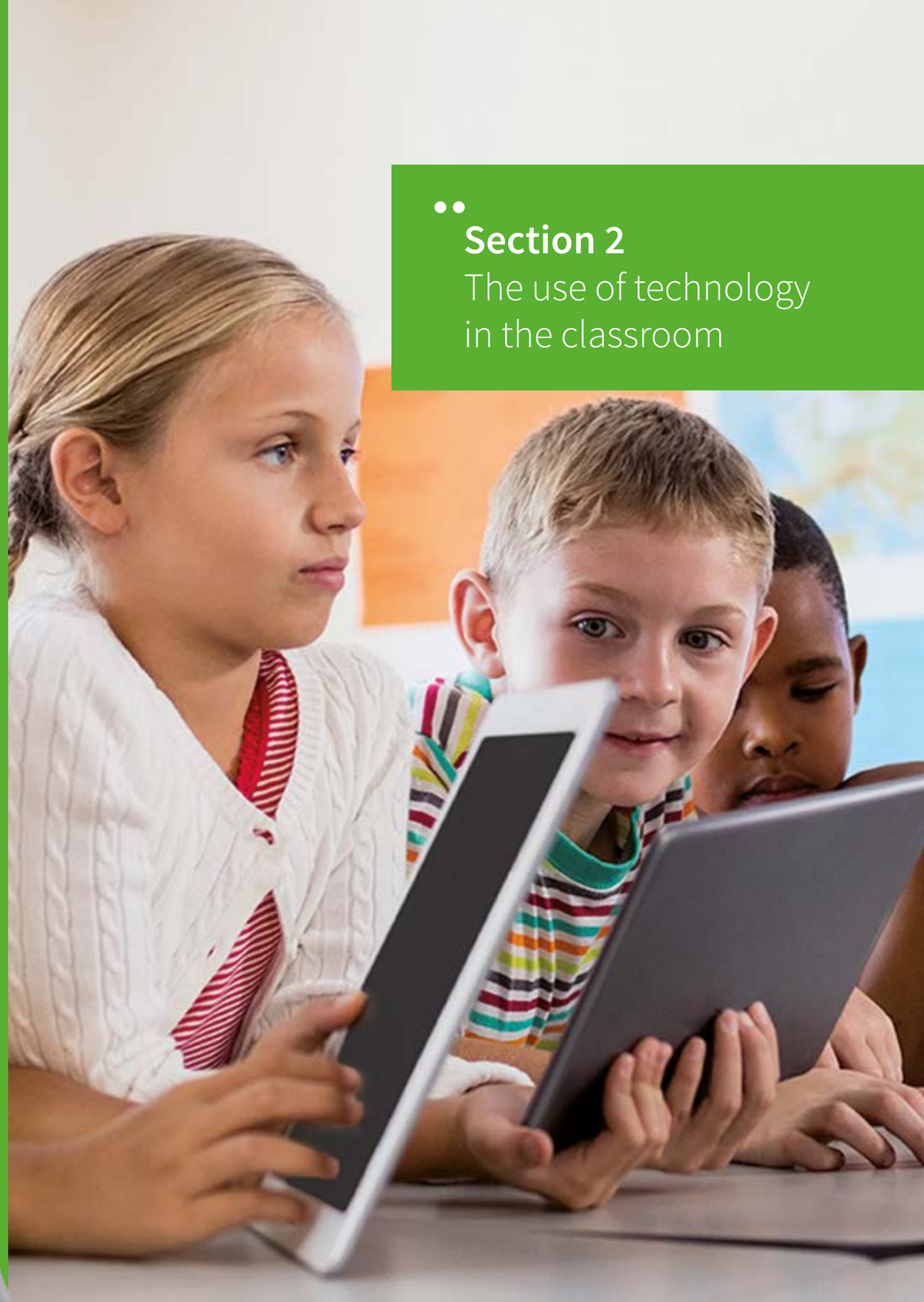
Educational stage (Multiple answer)

- Years 3-6 — 26%
- Years 7-11 — 58%
- Years 12-13 — 42%
- Vocational training — 17%
- University — 4%

“There is still a long way to go in order to fully integrate technological tools in education: when Artificial Inteligence and Big Data become widely used, the change in learning will be unstoppable.”

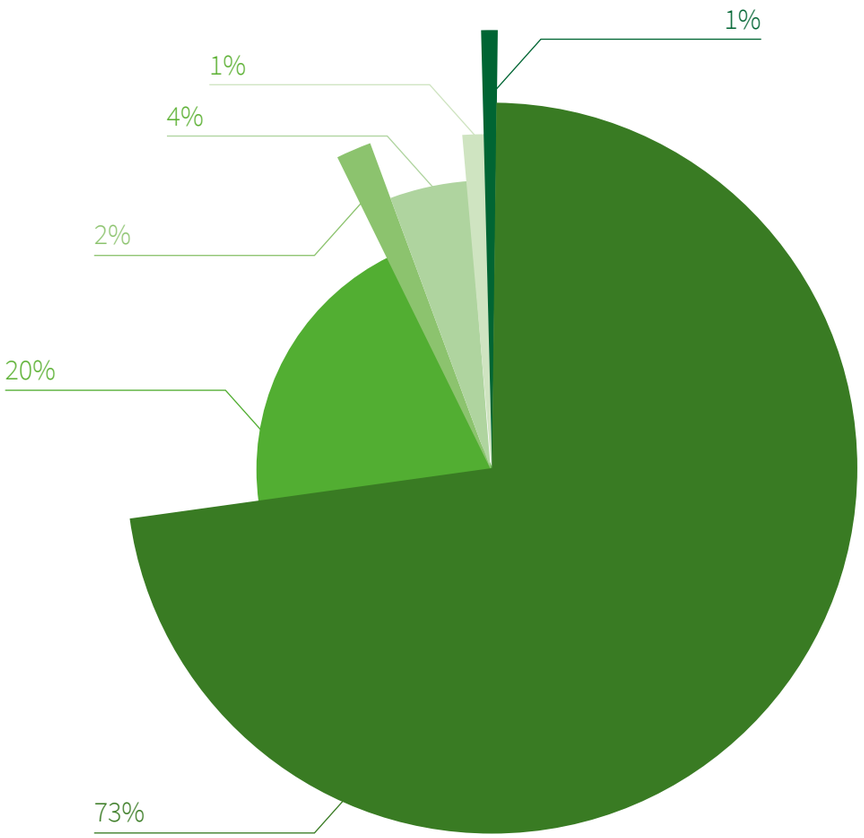
EVA BAILÉN

Engineer and Secondary education teacher.
Author of “Cómo sobrevivir a los deberes de tu hijo” and co-founder of orientatufuturo.com



Section 2
The use of technology in the classroom

How often do you use technology in your classroom?



73%	20%	2%	4%	1%	1%
Daily	Several times a week	Once a month	Several times a month	Several times a year	Never

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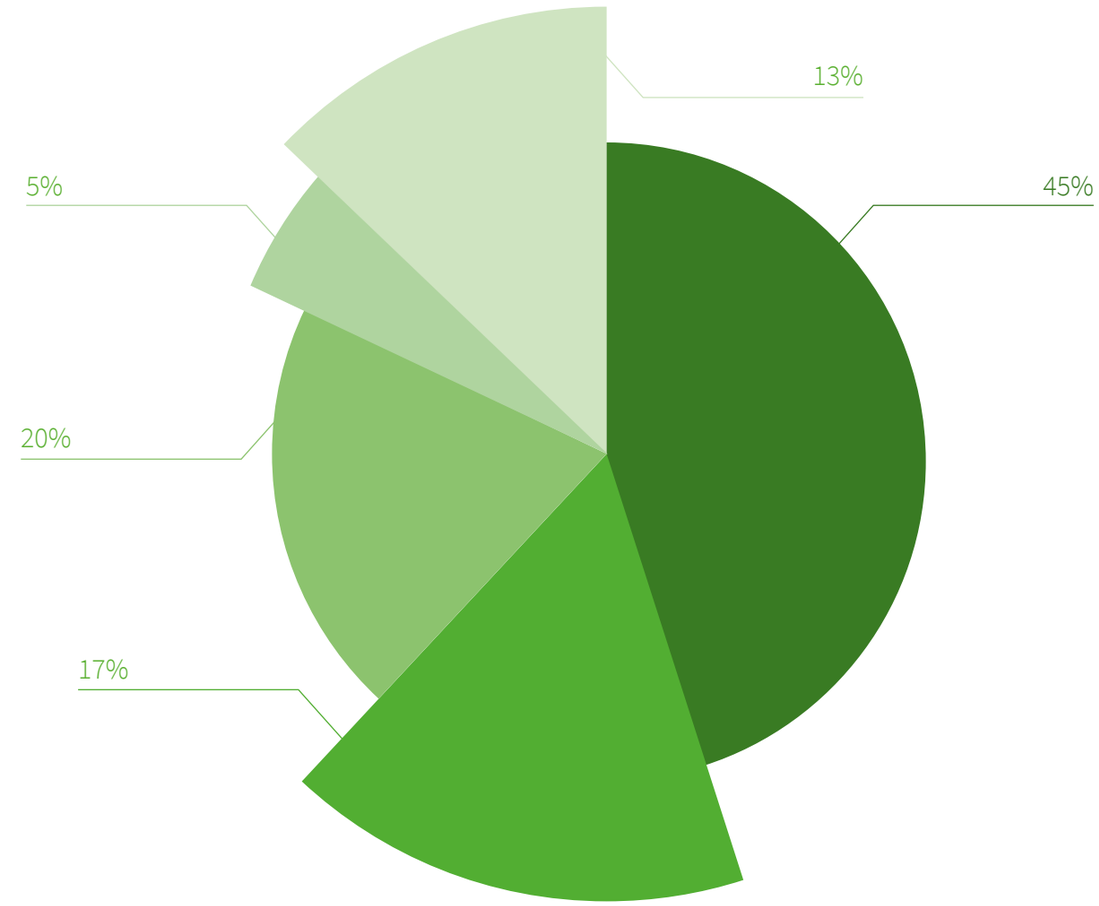
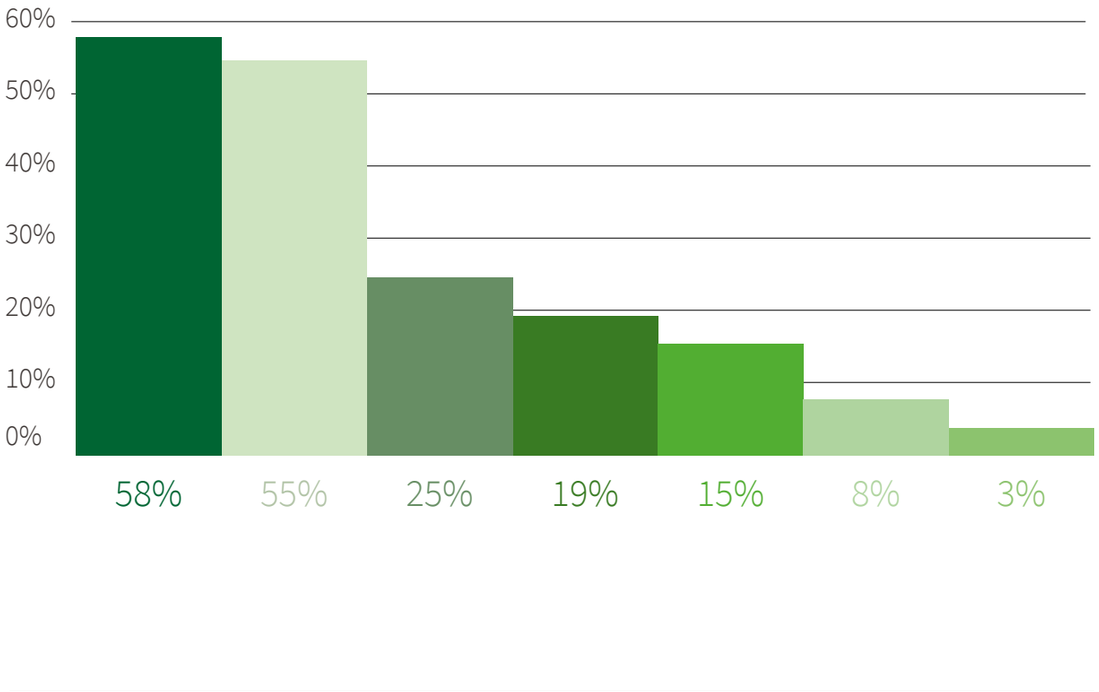
How many classrooms in your school have a 1 X 1 model (1 device for each student)?



17%	20%	5%	13%	45%
1 or 2	between 3 and 6	between 7 and 10	More than 10	None

Which devices do your school's students use more often? (Multiple answer).



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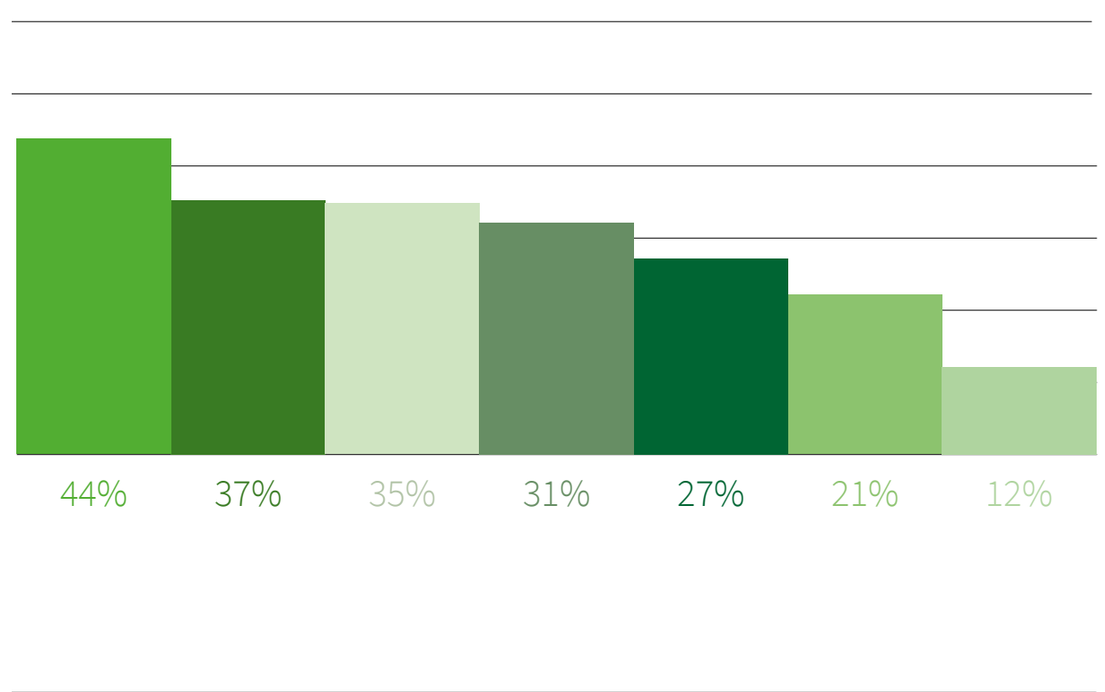
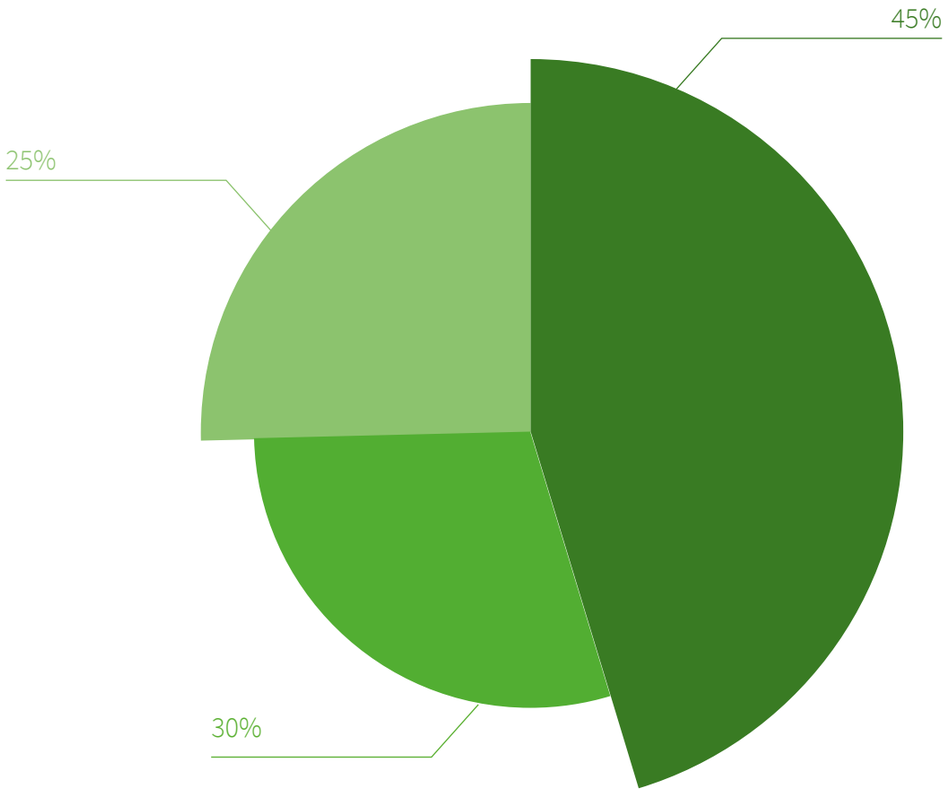
What are the biggest challenges when implementing technology use in the classroom? (Select up to three options).



Has your school provided you with training in the use of technology in the classroom?



30%
Yes, but not enough

25%
No

45%
Yes

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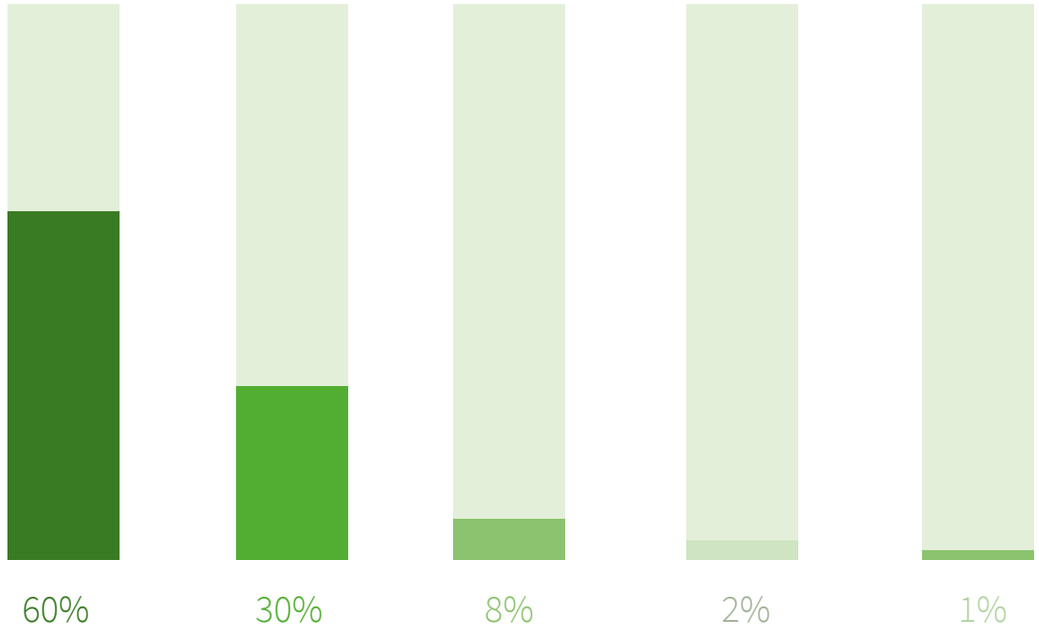
Do you consider that a common framework of digital proficiency for teachers should be created in order to provide their students with a better guidance through the current digital ecosystem?



I completely agree

I agree to a certain extent

I could not say one way or ano-

I completely disagree

I disagree to a certain extent

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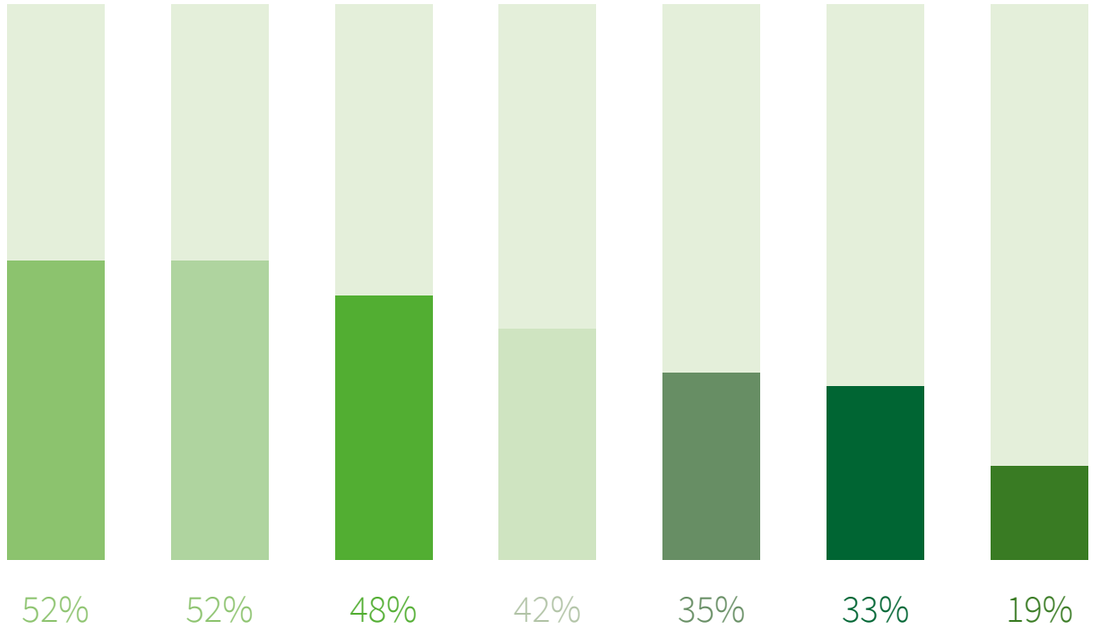
In which areas of expertise do you think you need further training? (Multiple answer).



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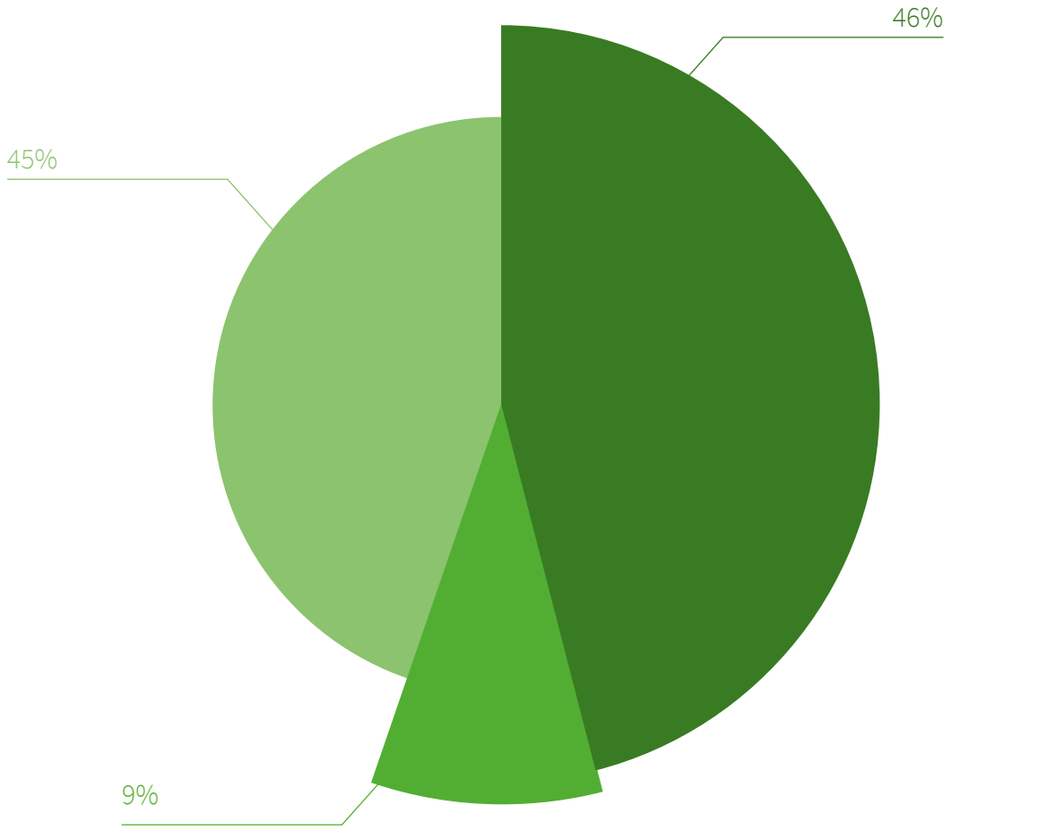
Do you consider that the digital tools introduced in your school align with the pedagogical goals outlined?



According to your experience, the correlation between the use of technology in the classroom and the level of student motivation is:

16%	1%	11%	53%	19%
I see no correlation between them	Very low	Low	High	Very high

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In case you answered 'High' or 'Very high', which factors do you consider contribute the most to boost student motivation? (Open question).

Most representative responses:

Seeing activities in a visual way and being able to interact with them; as well as checking student's concrete results in their work in real time.

//

Obtaining information promptly, and getting used to a digital model already known to students.

//

Students become the protagonists of the learning process and they enjoy it more. If we are able to bring them closer to real life content, motivation will keep on rising.

Changing traditional methodologies, integrating all the possibilities presented to us by technology in the learning process, and being aware of all the improvements that can be achieved in teaching qualit, provided a correct use of ICTs.

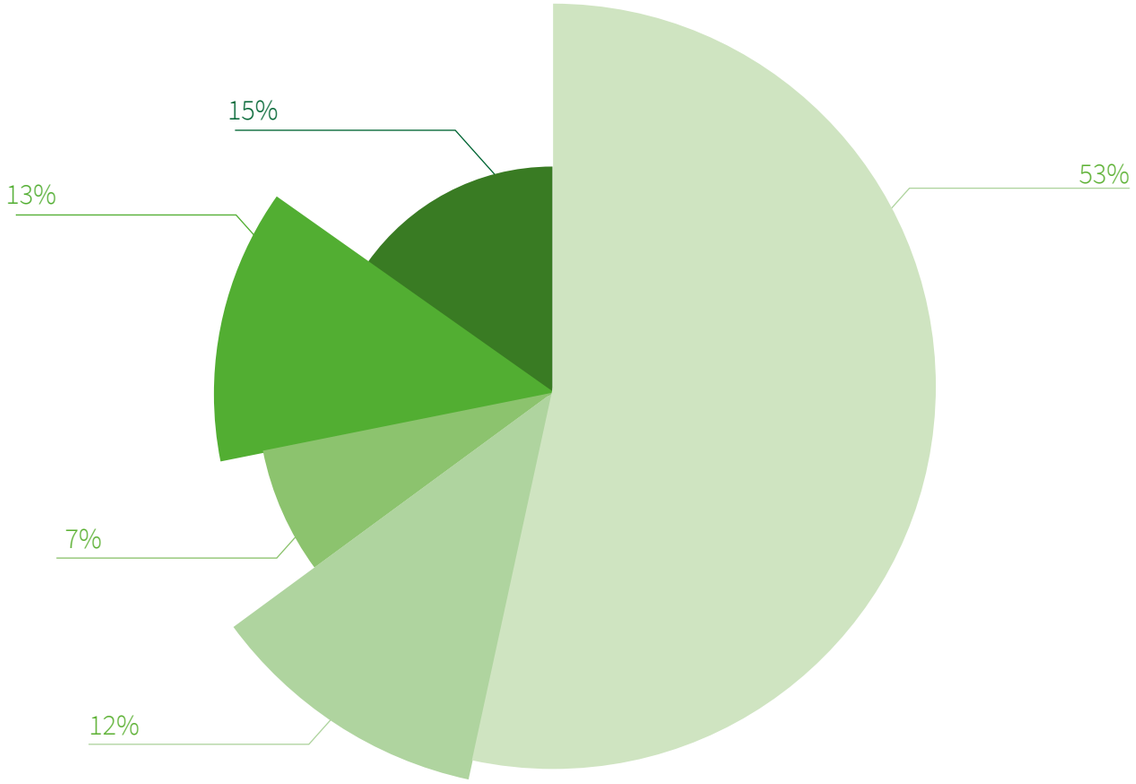
//

The variety and added value of digital resources as compared to text books.

//

They are working with tools that are familiar to them, and that previous knowledge makes them get more interested in the content.

How would you rate the impact technology is having on your students' development of social and emotional values, such as empathy, solidarity, social coexistence, etc.?



- 15% Positive
- 13% Negative
- 7% There is no impact
- 12% I could not say
- 53% Technology is but a means to an end. Real impact is achieved via teaching social and emotional

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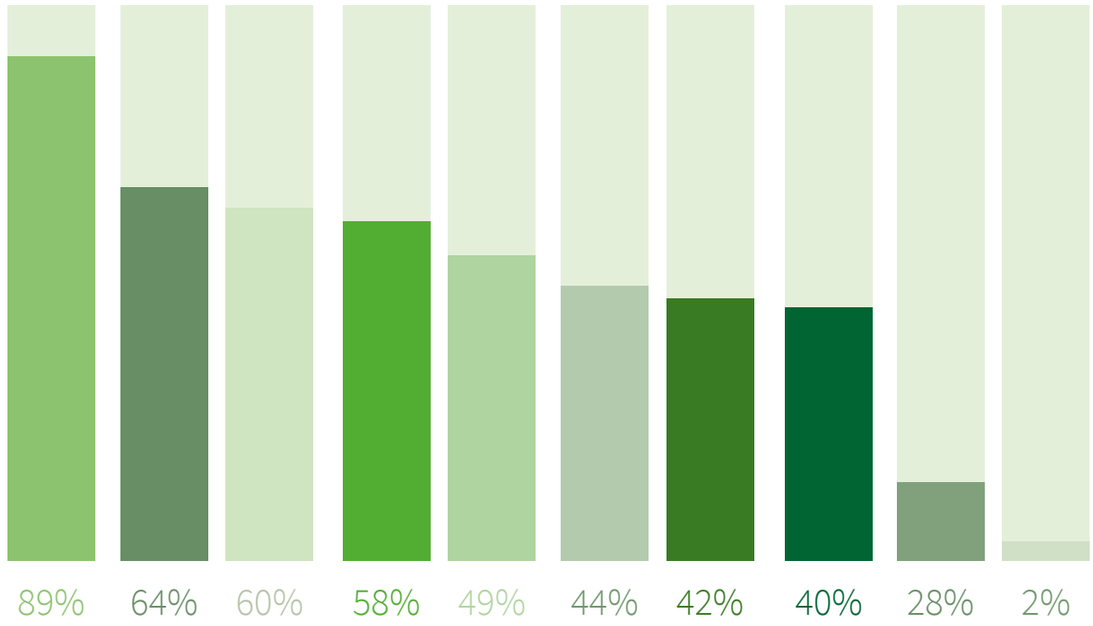
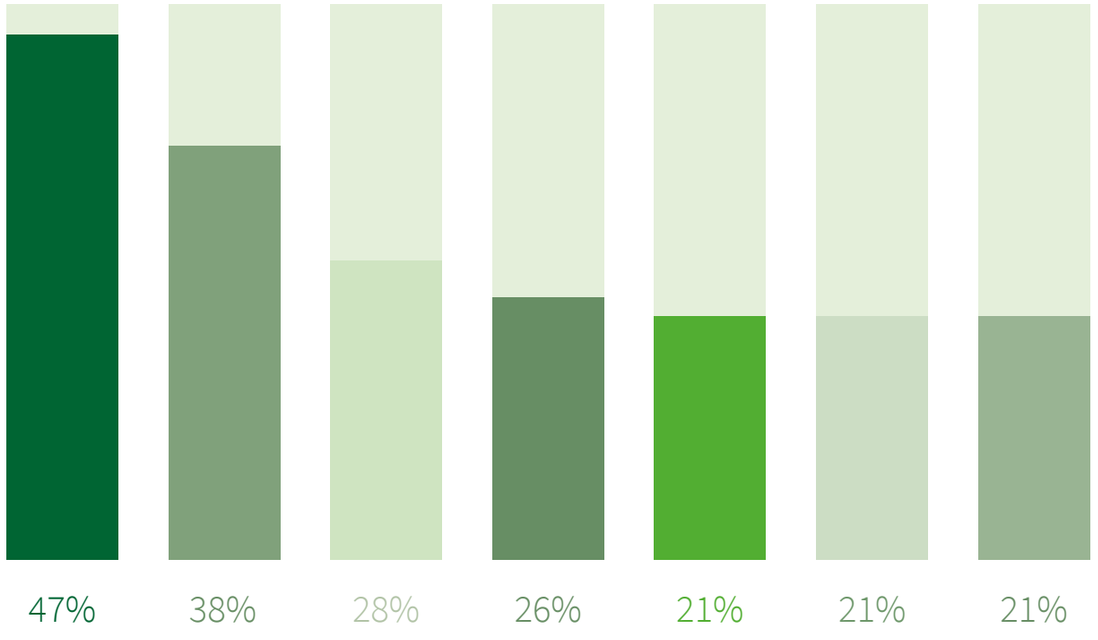
From a pedagogical point of view, wath are the biggest advantages in the use of technology in the classroom? (Multiple response).



- Access to a greater number of content and resources
- Self learning
- Digital skills and responsible use of technology development
- Learn how to communicate in different languages and forms of expression
- It prepares students for the future labour market
- Customized learning to the student's specific needs
- Improving communication between teachers and students
- Search and source contrasting
- Critical thinking development
- I do not believe there is any advantage

Have you detected any academic shortcomings among your students that could be attributed to their use of technology? (Select up to 3 options).



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Have you detected any academic shortcomings among your students that could be attributed to their use of technology? (Select up to 3 options).

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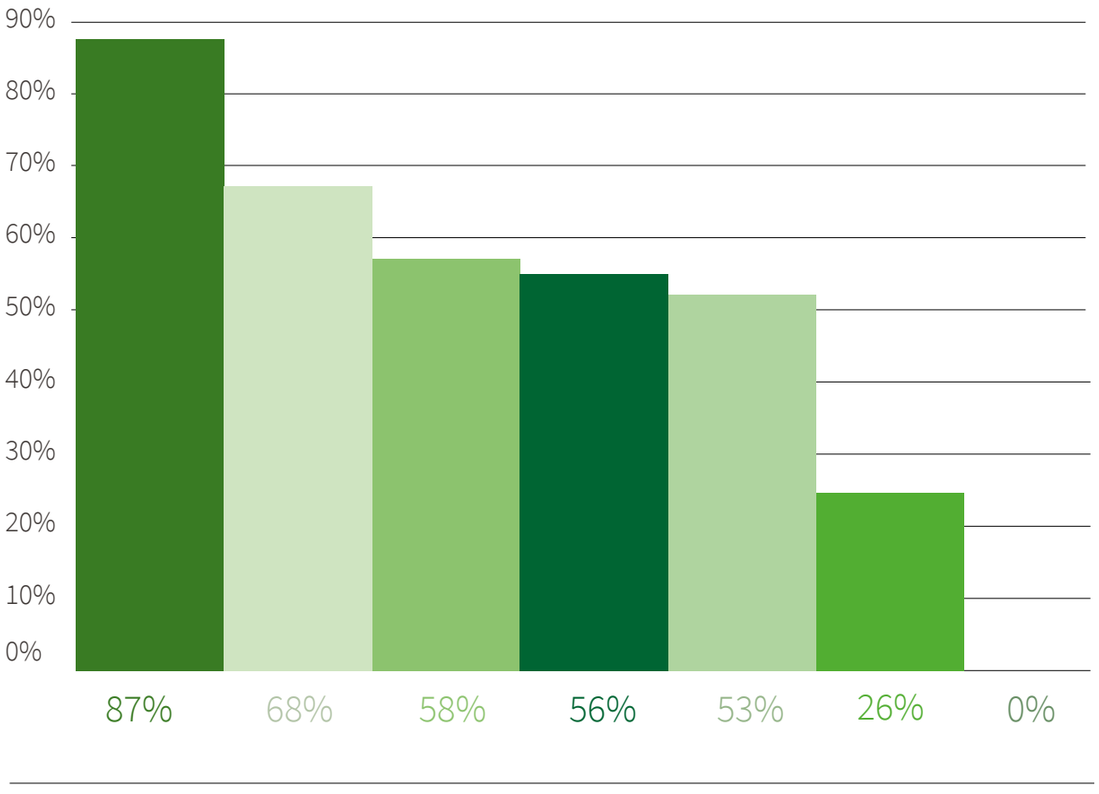
What are the main advantages of using technology in the classroom? (Multiple answer).



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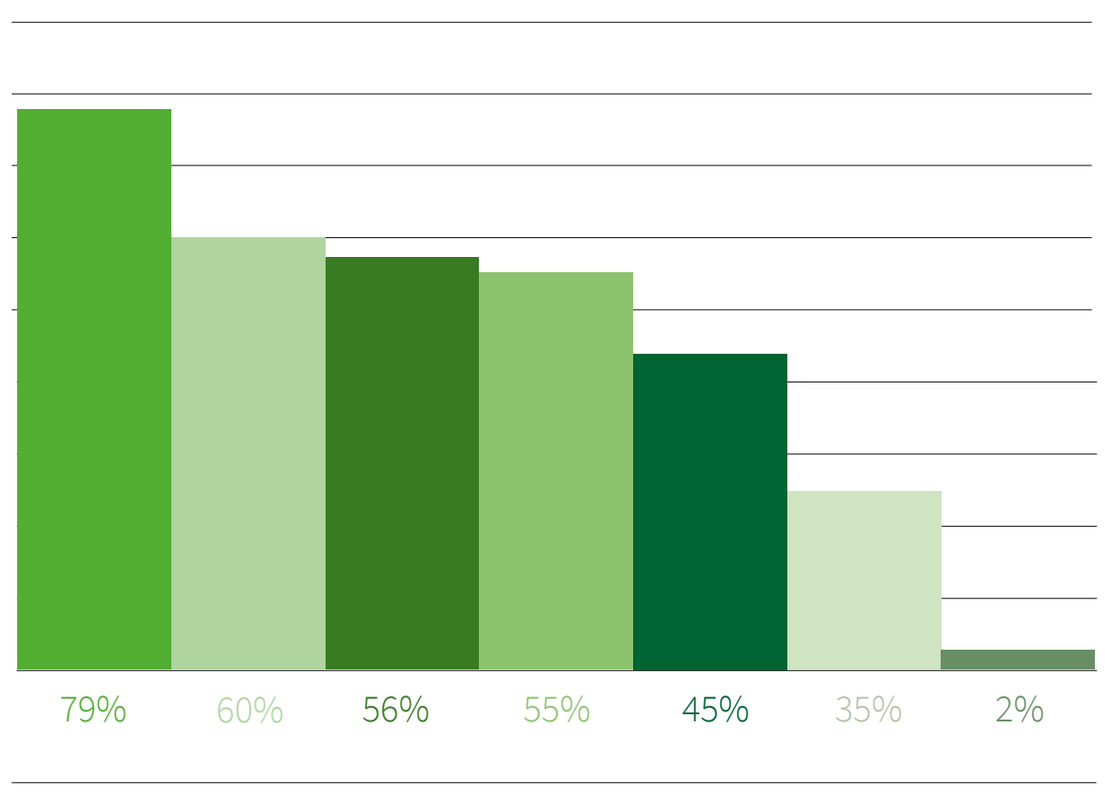
From the below list of digital tools, select the ones you use most often. (Multiple answer).



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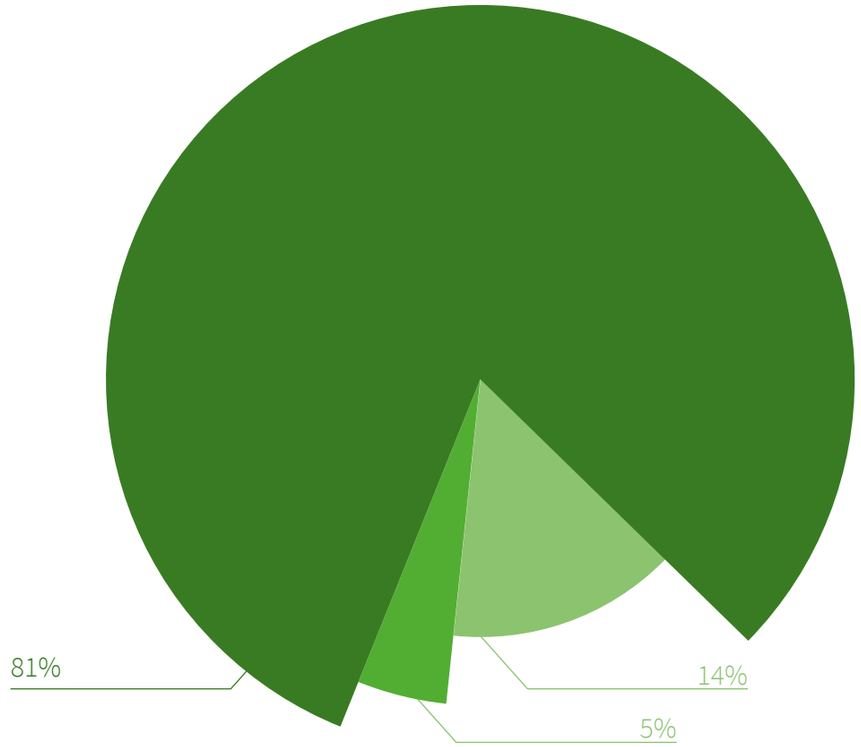
Would you recomend a colleague to start a digital project at their school?



81%	5%	14%
Yes	No	It depends on several issues*

**The schools' resources*

**Adecuate faculty training*

**Pedagogical benchmarks*

**Having all the faculty staff on board*

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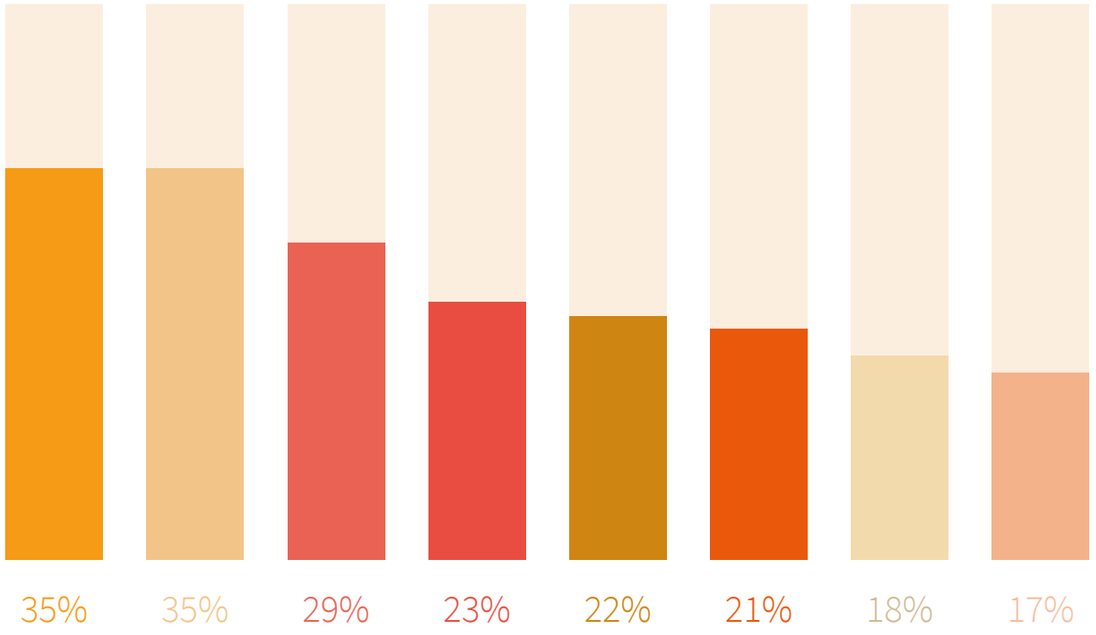
“Integrating technology in the classroom is key for two reasons. First, as teachers, it is our responsability to show our students how to use it correctly as they will need that knowledge once they enter the labour market.
Second, it gives us, teachers, endless possibilities”.

RAQUEL ALIAGA
Archeologist and Secondary teacher
@proferachel

Section 3
Broad overview on education

Generally speaking -and, according to your own opinion-, wich are the main challenges facing education today? (Select 3 priorities).



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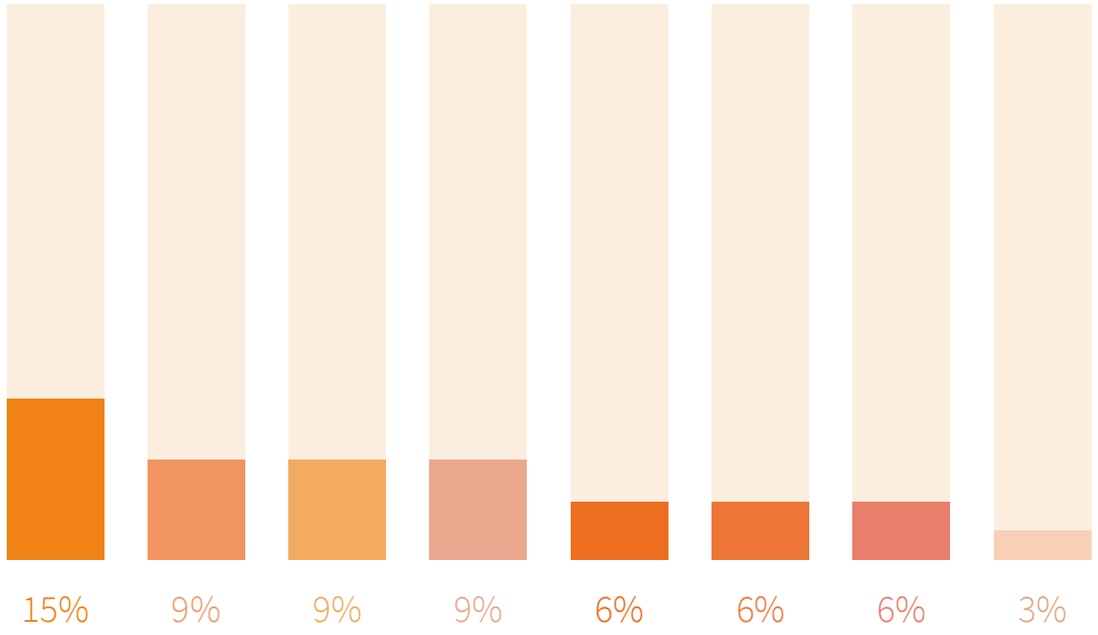
Generally speaking -and, according to your own opinion-, wich are the main challenges facing education today? (Select 3 priorities).



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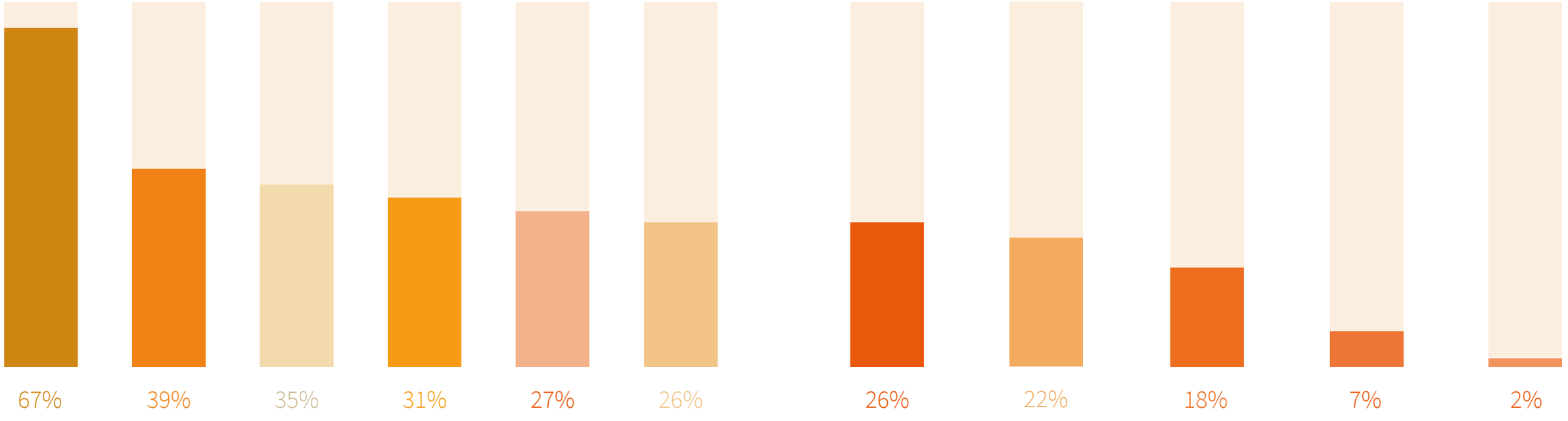
Which active teaching methodologies do you use in your classroom? (Multiple answer).



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Which learning strategies do you apply in your classroom? (Multiple answer).

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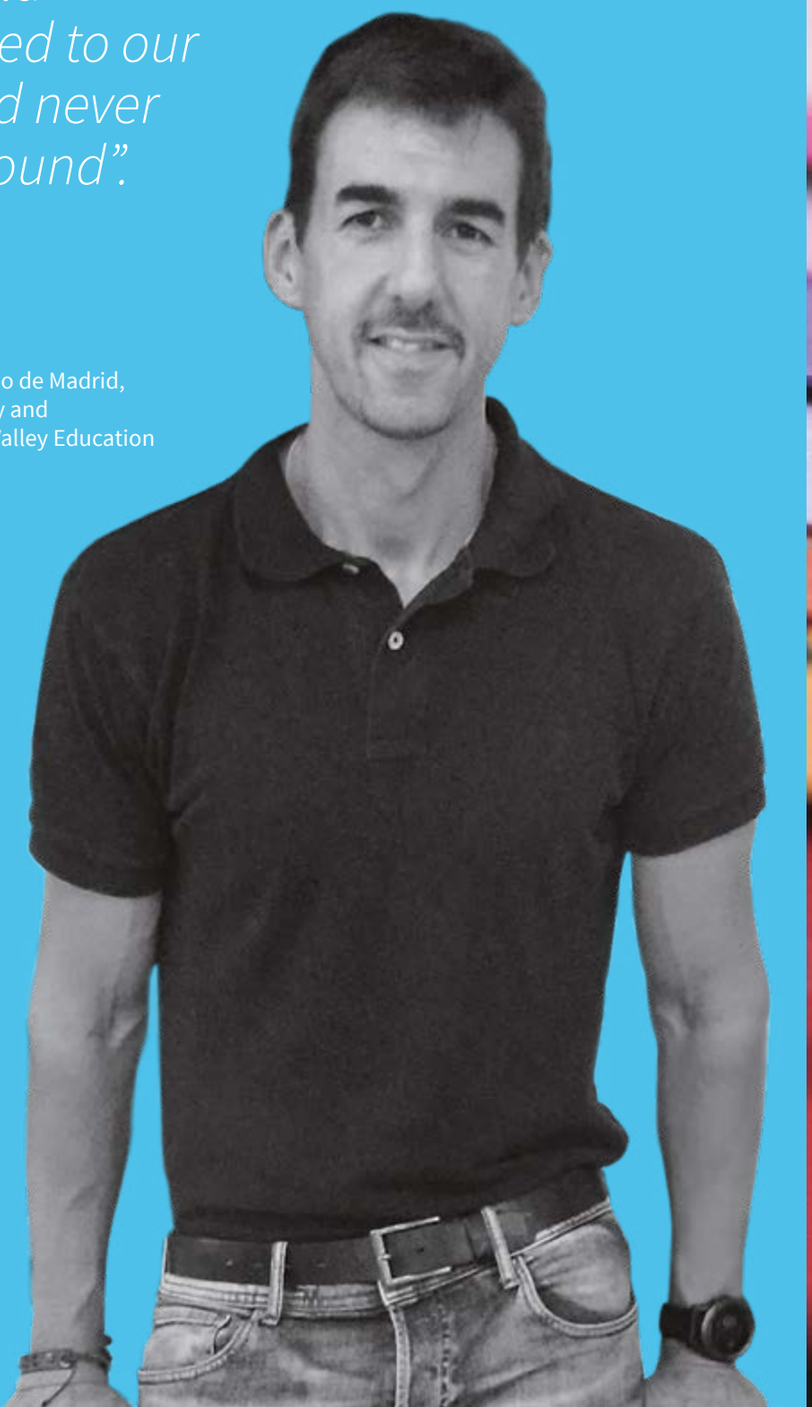
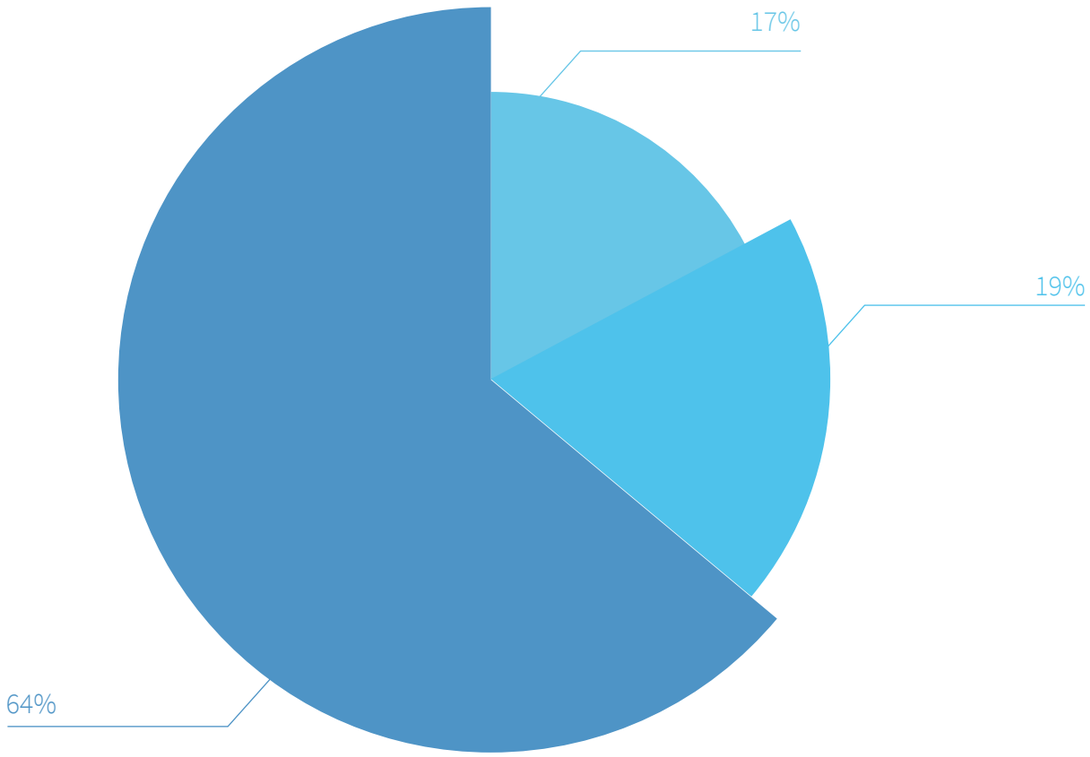
“Educational technology is the tool which allows us to reach even further and beyond our classrooms. Technology should always be adapted to our methodology and never the other way around”.



JORGE CALVO MARTÍN
Teacher / Head of IT at Colegio Europeo de Madrid, consultant for Educational Technology and co-founder of the Proyecto EuropeanValley Education

Section 4
Teachers’ online activity

Do you take part or visit (either in-person or online) in exchange communities, resource sharing innitiatives, teaching summits, etc?



64%
Yes

19%
No

17%
No, but I would like to know some

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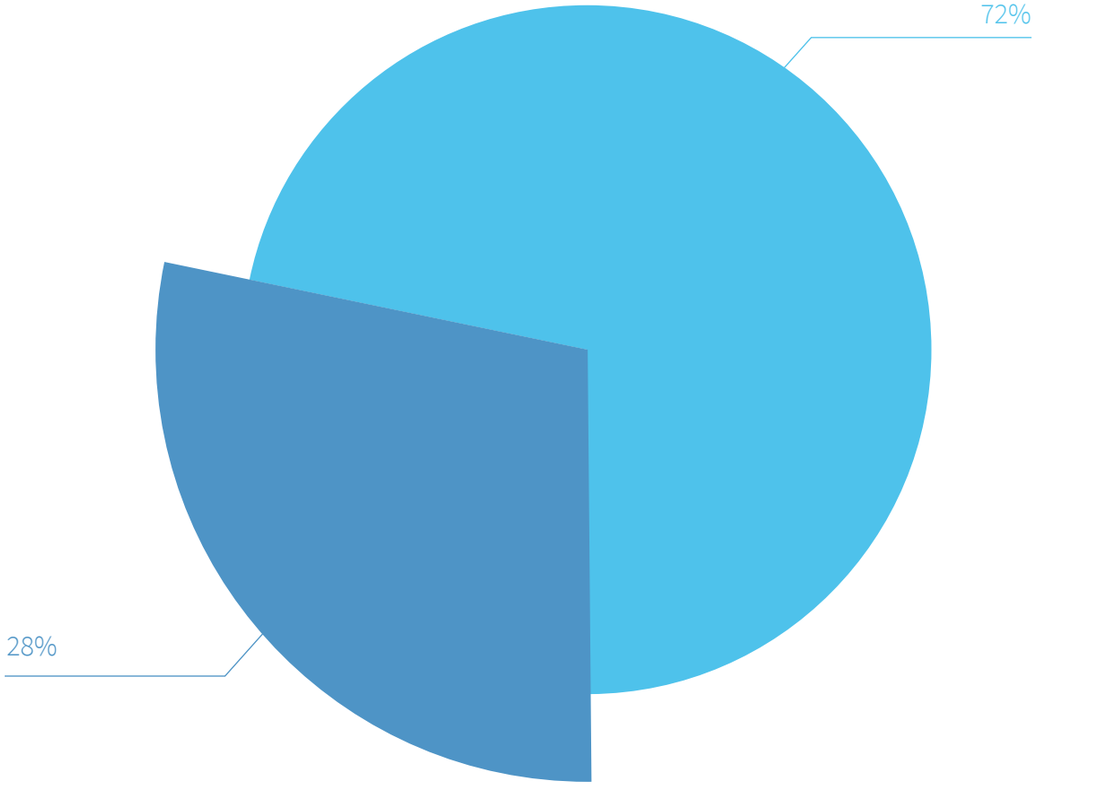
Do you own a blog, Youtube channel or digital space where you share your educational experiences with your peers?



28%
Yes

72%
No

“In every learning environment it is necessary to innovate in all pedagogical elements involved in the process with the aim of obtaining different results. Technology is, thus, and essential part of that innovation .”

JOSEFINA BOTTESELLE

Coordinator of Gestión Pública

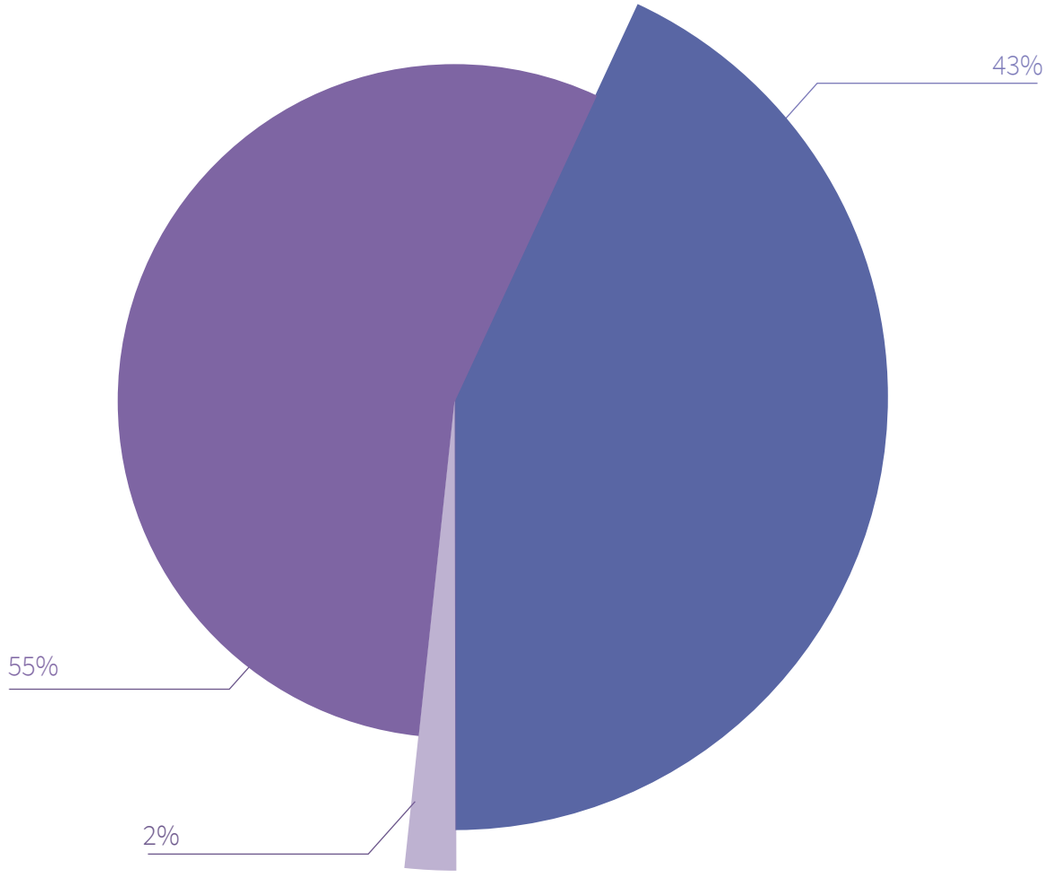
Área Impulso Políticas Públicas

Elige Educar - Chile

www.eligeeducar.cl

Section 5
On the teaching profession

Do you feel that the teaching profession is adequately valued in today's society?



55%
No

2%
Yes

43%
Yes, but not enough

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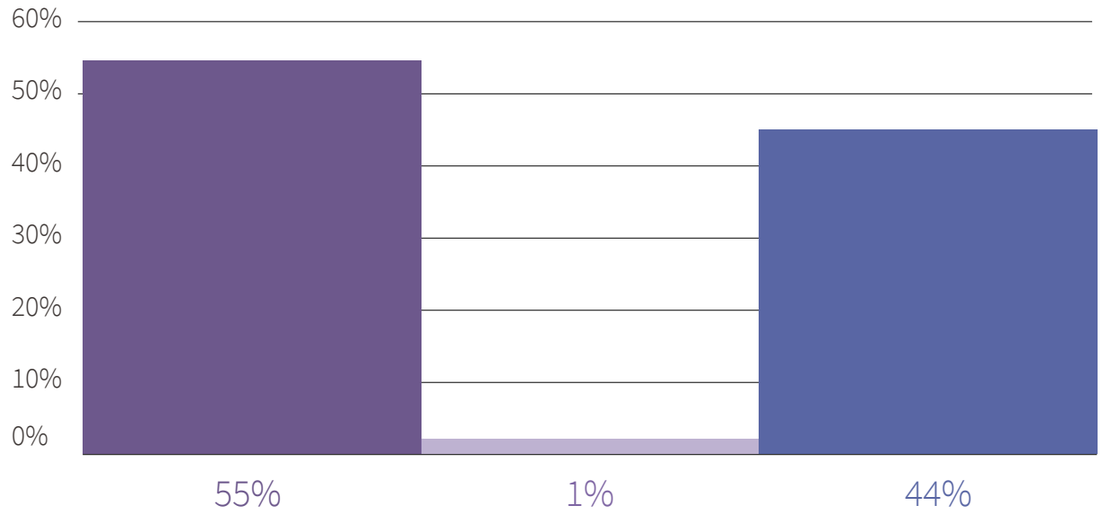
Do you feel motivated and enjoy your work as a teacher?



I love my work as a teacher and I feel very motivated

It is a job but not my vocation

I love my work as a teacher but I do not feel motivated for several reasons

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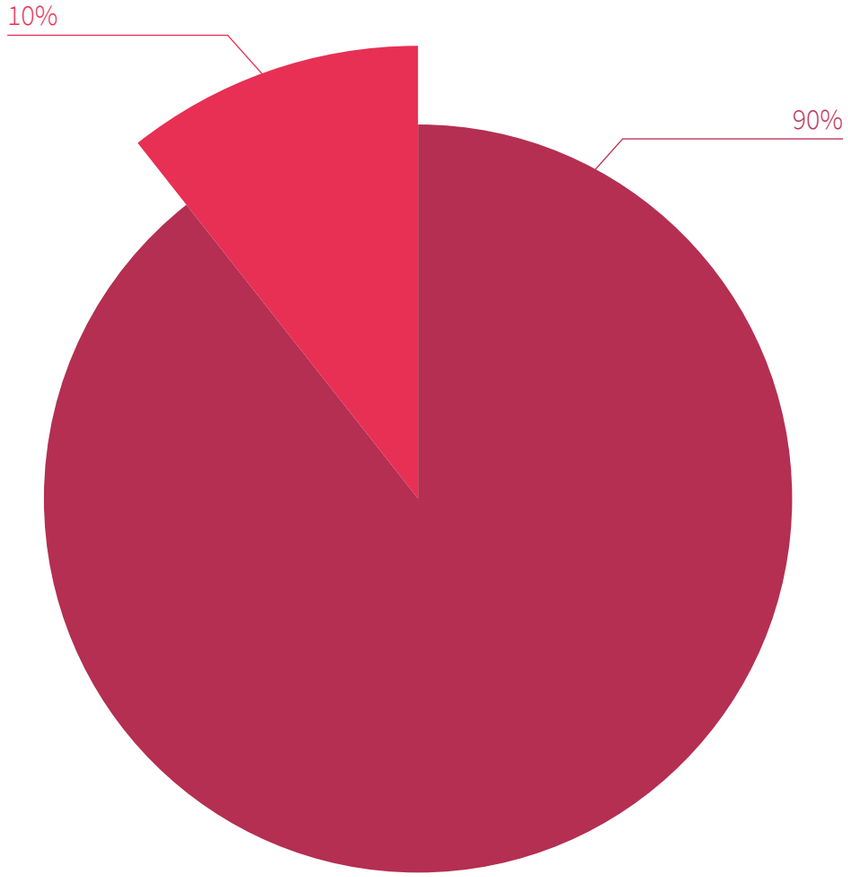
"Technology will not replace teachers -quite the opposite.
It will boost our efficiency. A smart use of technology will allow us to enhance those unique skills that make us different from machines: emotional intelligence, creativity, critical thinking, empathy and compassion".

KARINA FUERTE

Editor at Observatorio de Innovación Educativa, Tecnológico de Monterrey México http://observatorio.itesm.mx/

Section 6
Arranging the physical space in the classroom

Do you feel that the current physical space layout in your classroom has an impact on your students' academic performance?



10%
No

90%
Yes

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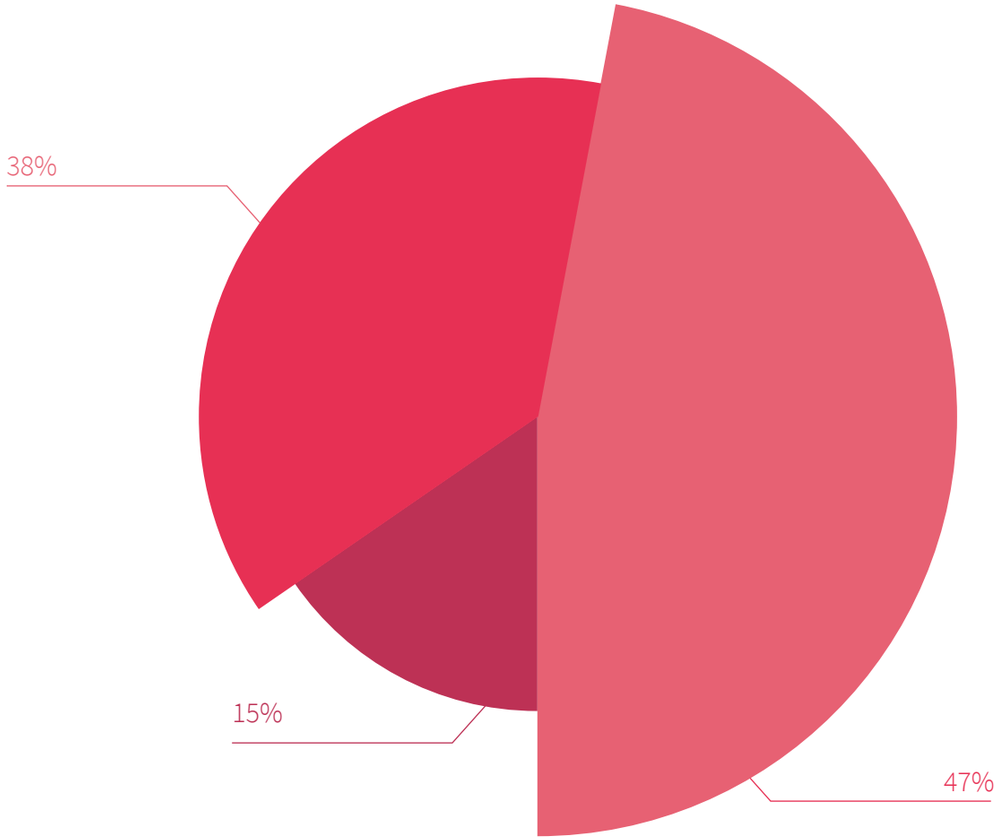
Do the classrooms in your school provide an ideal learning environment for your students? (Temperature, lighting, acoustics).

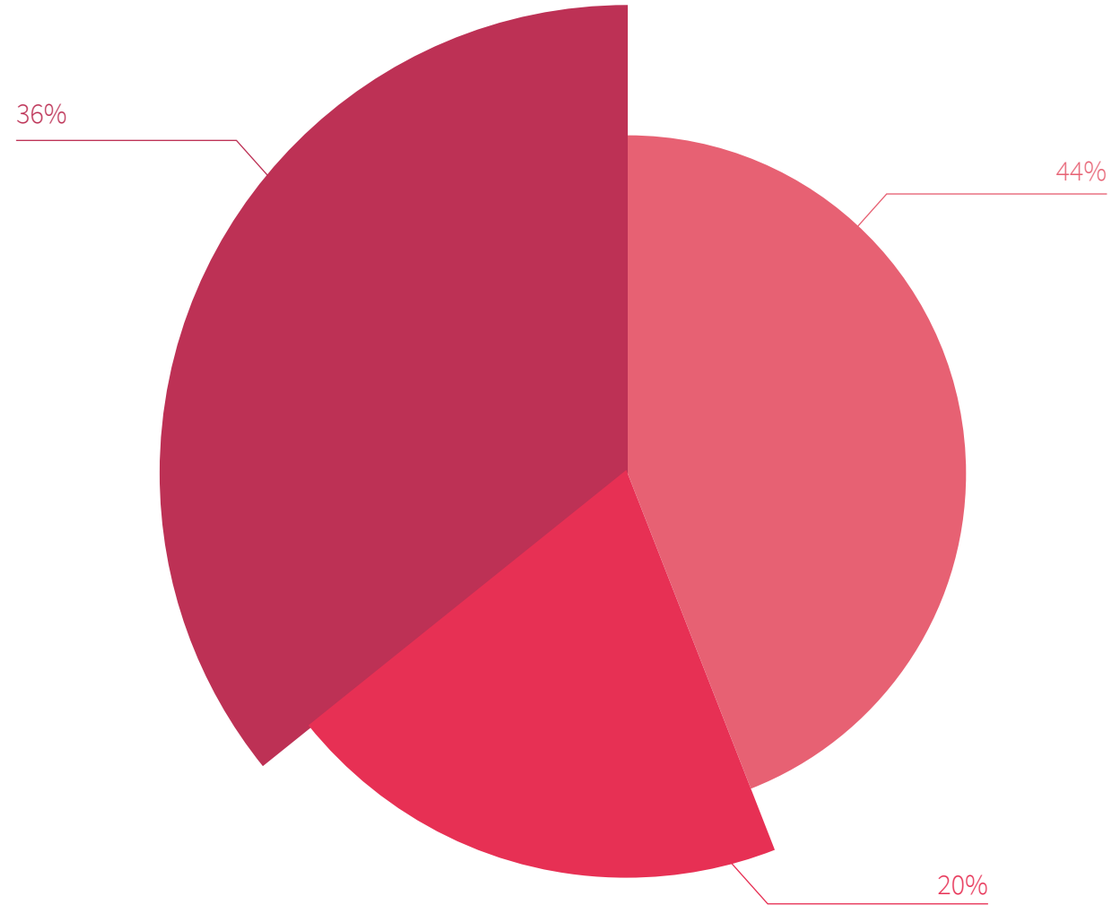


38%
No

15%
Yes

47%
Yes, but improvements could be made

Is your classroom prepared for the integration of technology? (Power sockets, lighting, wireless connectivity, etc.).



36%	20%	44%
Yes	No	Partially

4th Survey on the Use of Technology in Education

Conclusions

For teachers surveyed in Spain:

The biggest challenges when implementing a digital project in the classroom are connectivity issues and teacher training; namely:

· security and digital proficiency;
· search, edition and digital content production.

Regarding the impact that technology is having on the development of social and emotional values, most respondents agree that technogy is but a means to an end in that effort.

Nine out of ten of those surveyed consider that the access to a broader array of resources and content is technology's biggest advantage.

Selecting reliable sources is the students' biggest shortcoming in relation to educational technology.

One in four respondents has a blog or a digital space where they share their educational experiences.

Generally speaking, Spanish teachers feel society does not adecuately value their profession.

Most surveyed teachers consider that the correlation between the use of technology and student motivation is positive.

That is the resoult from content variety and the fact that they can relate to technology as it is already part of their day-today life.

“Technological progress demands constant guidance from all the agents involved in the education process, so that its use may mean significant headway made in learning.”

MARISOL ESPERANZA CIPAGAUTA MOYANO
Director of the Centro de Excelencia Docente
aeiou UNIMINUTO-Colombia

Section 7
Spain, Chile, Colombia, Mexico and Peru data contrast

What are the biggest challenges when implementing technology in the classroom? (Select up to 3 options).

	Peru	Spain	Mexico	Colombia	Chile
Connectivity issues	60%	37%	60%	64%	58%
Faculty training	33%	44%	59%	42%	44%
Student body training	32%	21%	32%	37%	35%
Digital content proficiency	15%	12%	14%	22%	13%
Lack of devices for teachers and students	44%	35%	36%	39%	47%
Ways to monitor device usage, thus ensuring students will use them exclusively for educational purposes	32%	27%	29%	20%	27%
Adapting lerning processes to the use of technology	27%	31%	41%	34%	26%

Maximum relative value for the country

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What are the main advantages of using technology in the classroom? (Multiple answer).

	Peru	Spain	Mexico	Colombia	Chile
Better communication between teachers and students	45%	42%	49%	54%	34%
Learning to communicate in multiple languages and learning ways to express oneself	62%	58%	65%	58%	67%
Access to a wider content and resource library	66%	89%	83%	76%	68%
Better student preparation for their inclusion in the future labour market	53%	49%	51%	52%	50%
Digital skills and responsible use	43%	60%	59%	53%	48%
Searching and source-contrasting	34%	40%	40%	29%	27%
Self-learning	58%	64%	76%	75%	56%
Critical thinking development	38%	28%	49%	39%	30%
Content customised to each student's specific learning needs	34%	44%	53%	41%	46%
There are no pedagogical advantages	1%	2%	1%	1%	1%

Maximum relative value for the country

Have you detected any academic shortcomings among your students that could be attributed to their technology use? (Select up to 3 options).

	Peru	Spain	Mexico	Colombia	Chile
Difficulty in associating information and applying the acquired knowledge in different contexts	28%	17%	28%	30%	22%
Lack of imagination when using technology in problem-solving	19%	21%	27%	25%	29%
Difficulty in engaging in autonomous learning	21%	13%	27%	33%	15%
Difficulty in learning to work cooperatively with classmates	24%	17%	22%	29%	24%
Lack of creativity when using learning tools to their full pedagogical potential	27%	28%	27%	30%	34%
Difficulty in and/or inability to select reliable sources	33%	47%	49%	37%	34%
Difficulty in and/or inability to contrast sources	16%	26%	21%	15%	12%
Privacy and data protection: inability to understand the risks involved in internet use	24%	38%	21%	15%	23%
Decrease in reading comprehension and/or expression	16%	21%	15%	16%	21%
Decrease in the attention span	13%	19%	13%	10%	10%
Decrease in patience and/or perseverance	7%	21%	12%	5%	12%
I have not detected any shortcomings	7%	5%	4%	4%	7%

Maximum relative value for the country

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Generally speaking, what are the biggest challenges facing education? (Select the 3 options in order of priority).

	Peru	Spain	Mexico	Colombia	Chile
Improving teacher training	35%	22%	38%	38%	39%
Improving student motivation	23%	35%	22%	27%	32%
Achieving disciplinary crossover learning on behalf of the students	22%	9%	24%	20%	20%
Promoting self-learning among students	33%	35%	37%	30%	28%
Improving diversity and inclusion in educational environments	19%	18%	11%	16%	27%
Improving work conditions for teachers	16%	15%	17%	17%	32%
Expanding teacher workforce	1%	6%	2%	2%	2%
Making available more and better for learning	27%	21%	23%	23%	17%
Improving social coexistence in schools	5%	6%	2%	3%	8%
Improving academic performance in key subjects such as language, science and maths	8%	9%	13%	11%	8%
Developing skills both among teachers and students	13%	17%	22%	14%	12%
Increasing humanities subjects in schools	1%	3%	3%	3%	3%
Reducing the number of students per classroom	5%	23%	9%	7%	24%
Achieving a broad consensus in educational policies	2%	29%	3%	1%	4%
Developing teachers' and students' digital skills	19%	6%	25%	17%	13%
Integrating technology in a useful way	22%	9%	18%	21%	14%

Maximum relative value for the country

Do you feel that society values your profession?

	Peru	Spain	Mexico	Colombia	Chile
Yes	6%	2%	6%	11%	3%
No	49%	55%	40%	37%	58%
Yes, but not enough	45%	43%	54%	52%	39%

Maximum relative value
for the country

How would you rate the impact technology is having on your students' development of social and emotional values, such as empathy, solidarity, social coexistence, etc.?

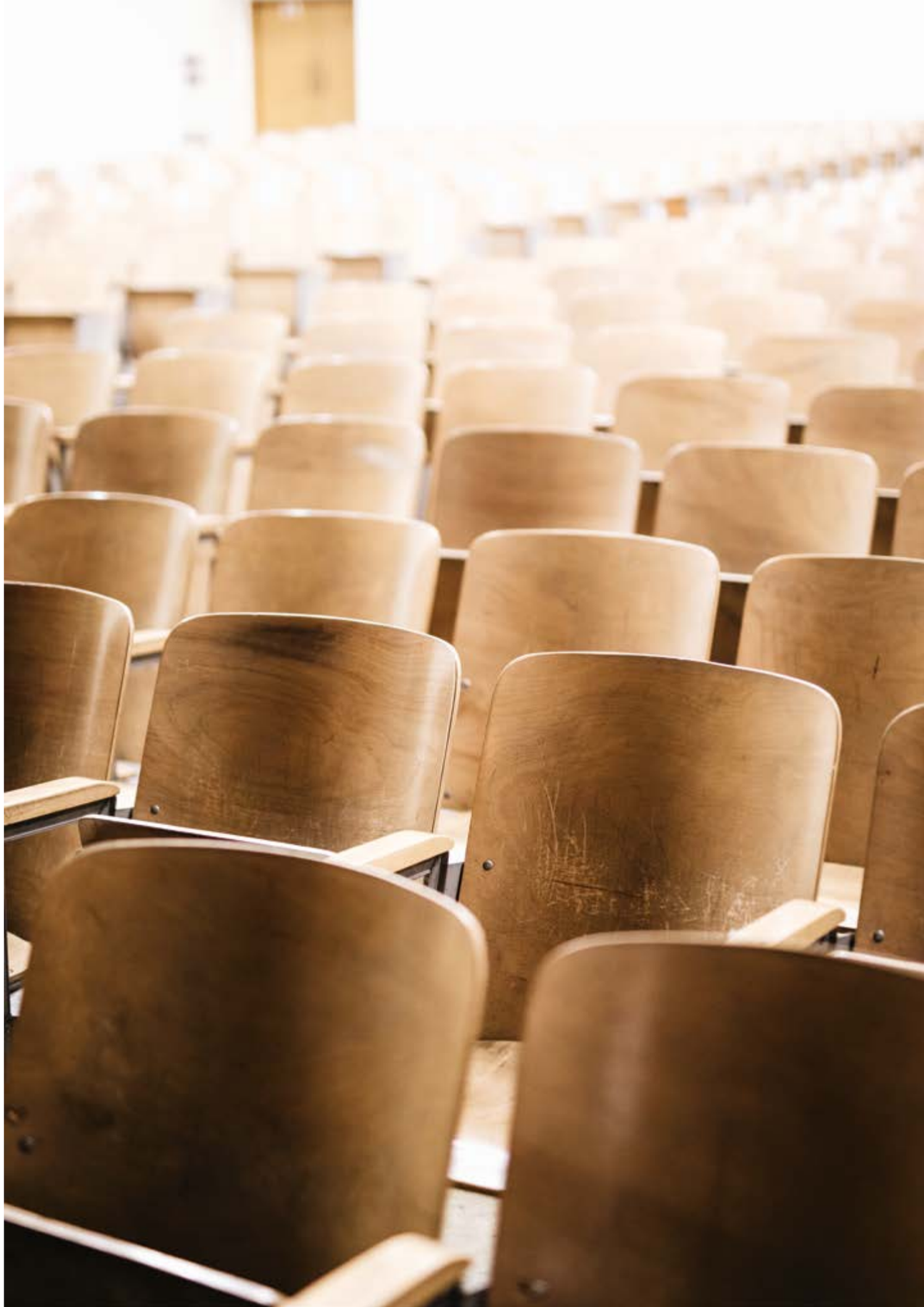
	Peru	Spain	Mexico	Colombia	Chile
Positive	41%	15%	26%	39%	24%
Negative	7%	13%	9%	7%	15%
No impact	6%	7%	4%	5%	3%
I could not say	4%	12%	6%	8%	6%
Technology is but a means to an end. Real impact is achieved via teaching social and emotional values	40%	53%	51%	38%	48%

Maximum relative value
for the country

Which device do our students use more often? (Multiple answer).

	Peru	Spain	Mexico	Colombia	Chile
IPads	2%	19%	21%	6%	5%
Android tablets	3%	15%	17%	16%	17%
Windows tablets	4%	3%	6%	5%	10%
Chromebooks	1%	8%	4%	0%	1%
Laptops/ PC	63%	55%	69%	86%	62%
Whiteboards/ Projectors	29%	58%	27%	11%	37%
Mobile phones	30%	25%	72%	67%	42%
None of the above	9%	2%	1%	1%	4%
Other (please specify)	14%	0%	8%	4%	10%

Relative country value



Contrasting takeaways:

According to teachers in all countries surveyed:

Most of those surveyed in all countries agree that reliable online sources are increasingly hard to find, and that presents a considerable challenge while implementing technology in the classsroom.

Laptops are the most commonly used devices in Colombian classrooms, while cellphones are the most used ones in Mexico. In Spain, whiteboards and laptops/PC are the most used devices.

In Spain and Mexico, teacher training poses the biggest challenge in the use of technology in the classroom. On their part, Peru and Chile agree that the lack of devices for their students is the biggest problem for their digital projects.

In all the countries surveyed, accessing to a broad range of content and resources is the biggest adavantage to using technology in the classroom.

According to most of the survey respondents, the biggest challenge the education sector is facing today is improving teacher training. Spain is the exception, where most educators believe student motivation and teaching them to think for themselves is the priority.

More than half of all Chilean and Spanish teachers do not feel their profession is adecuately valued in today's society.

Improving education
through technology

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Learning

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