5th Survey on the Use of Technology in Education

Results report
Spain 2019

blïnk Learning

Spain   Colombia   Mexico   Peru   Argentina

Table of contents

United Kingdom
BlinkLearning London
uk@blinklearning.com

Spain
BlinkLearning Madrid
contact@blinklearning.com

Mexico
BlinkLearning Mexico City
mexico@blinklearning.com

Colombia
BlinkLearning Bogota
colombia@blinklearning.com

Peru
BlinkLearning Lima
peru@blinklearning.com

Brazil
BlinkLearning São Paulo
brasil@blinklearning.com

Argentina
BlinkLearning Buenos Aires
argentina@blinklearning.com

Chile
BlinkLearning Santiago
chile@blinklearning.com

Request the results reports
for other countries at
contact@blinklearning.com

GONZALO BARANDA | *BlinkLearning CEO*
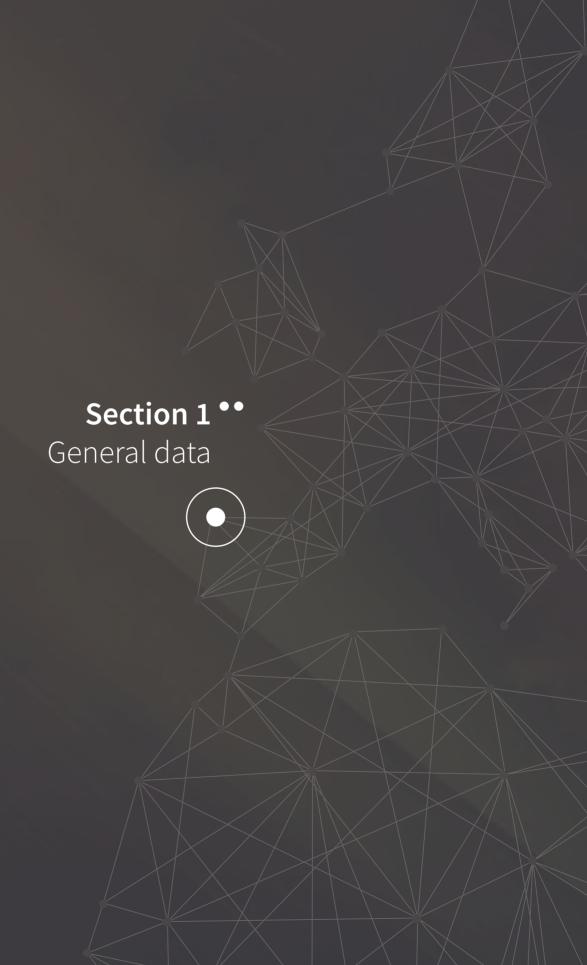
"

We would like to thank again all the collaborators for their participation and interest in the survey. We would also like to thank all the teachers who, for five years, have been part of the results of a Surveyrs that allows us to analyse the benefits and challenges of the use of technology in education and how they are evolving. The information reflected in these studies allows us to think about and develop new tools that contribute to a better education.

"

Section 1 ••
General data

© Blinklearning 2019

B1

Introduction and objectives

For the fifth consecutive year, BlinkLearning has launched our Annual Survey on the use of technology in the classroom.

In this study, we have expanded the number of countries participating in the sample by **collecting data in Argentina for the first time.** The inclusion of responses from teachers in new countries gives us **a broader vision of education and the use of technology in the classroom** that we hope to expand further in future editions.

The study uses **standardized questions for all countries,** which enables the information to be compared with the participating teachers (Spain, Mexico, Colombia, Peru, and Argentina). This helps us to **derive common conclusions with the data obtained from previous years**, thus making it possible to track the evolution in the use of ICTs by teachers.

In addition, **this year, we wanted to find out how it affects the students' motivation.** This includes finding out, through the opinion of teachers, what the interests and opinions of the students are, what they focus on, and how the way students learn has changed.

We want to thank our partners for their collaboration, commitment, and advice; Uniminuto de Dios University Corporation of Colombia, Ministry of National Education of Colombia, the Observatory for Educational Innovation of the TEC de Monterrey in Mexico, the University Rey Juan Carlos of Spain, the educational advisor Dinamo Labs of Argentina, the Municipality of Lima, and the EdTech educational community of Peru.

Best regards
BlinkLearning team

Methodology

Data collection period oct. **17** nov. **25** **2019**

Online questionnaire comprised of **28** questions

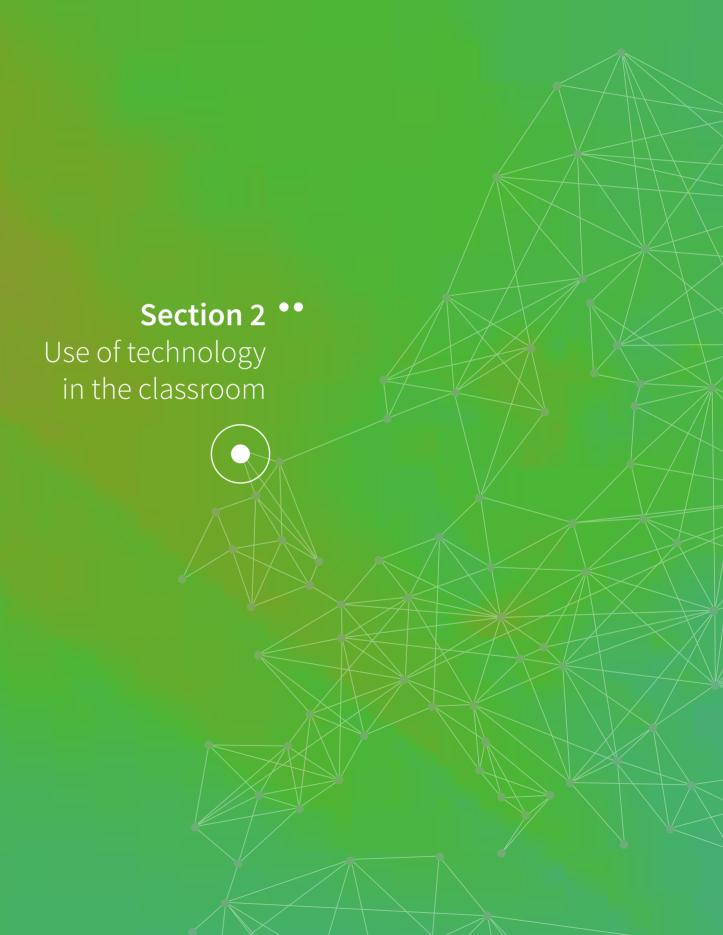**Total** participants:
1,851 Spain
1,417 Latam

Respondents
Spain:
1,851
Teachers

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

General data on the sample for Spain
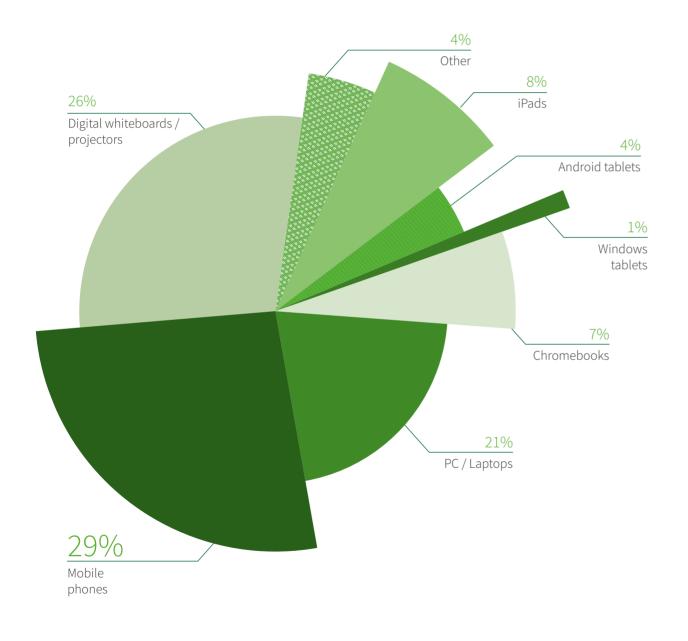
Teacher's age

1848
TOTAL NUMBER OF RESPONSES SPAIN

3
TOTAL NUMBER OF DISCARDED RESPONSES

19-30	31-40	41-50	51-60	61-74
6%	**18%**	**36%**	**37%**	**3%**

Years of experience

1848
TOTAL NUMBER OF RESPONSES SPAIN

3
TOTAL NUMBER OF DISCARDED RESPONSES

0-10 Years	11-20 Years	21-30 Years	31-40 Years
28%	**31%**	**28%**	**13%**

Education level

1846
TOTAL NUMBER OF RESPONSES SPAIN

5
TOTAL NUMBER OF DISCARDED RESPONSES

Pre-school	Primary school	Secondary	Pre-university	Special education	Vocational training	University	Other/s
2%	**17%**	**34%**	**14%**	**1%**	**26%**	**3%**	**3%**

Type of centre

1846
TOTAL NUMBER OF RESPONSES SPAIN

5
TOTAL NUMBER OF DISCARDED RESPONSES

Public	Government subsidised	Private
68%	**25%**	**7%**

In Spanish educational centres, the devices that are most used by students are mobile phones. With respect to the previous survey, the trend is reversed, since digital whiteboards and laptops were the most used devices, and the growing phenomenon of mobile phone use has also been observed in educational environments.

Section 2
Use of technology
in the classroom

B2
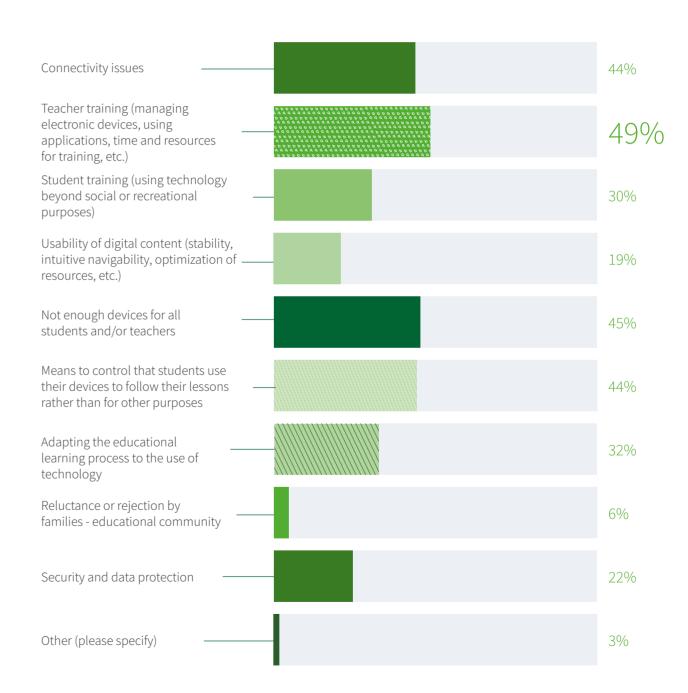
What is the most common device used by students at your learning centre?

- 4% Other
- 8% iPads
- 26% Digital whiteboards / projectors
- 4% Android tablets
- 1% Windows tablets
- 7% Chromebooks
- 21% PC / Laptops
- 29% Mobile phones

In your opinion, what are the biggest challenges with the introduction of technology in the classroom? Select the three biggest challenges.

Challenge	%
Connectivity issues	44%
Teacher training (managing electronic devices, using applications, time and resources for training, etc.)	49%
Student training (using technology beyond social or recreational purposes)	30%
Usability of digital content (stability, intuitive navigability, optimization of resources, etc.)	19%
Not enough devices for all students and/or teachers	45%
Means to control that students use their devices to follow their lessons rather than for other purposes	44%
Adapting the educational learning process to the use of technology	32%
Reluctance or rejection by families - educational community	6%
Security and data protection	22%
Other (please specify)	3%

B2

Do you consider that the technological tools introduced in the classrooms of your learning centre line up with the pedagogical objectives?

4%
They have not been introduced

5%
No

46%
Partially

45%
Yes

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

12%
Very high

20%
I do not consider that the use of technology in the classroom is related to the degree of student motivation

1%
Very low

12%
Low

55%
High

B2

In the event that motivation is high or very high, what are the main reasons for this?

RESPONSES REPRESENTATIVE OF TEACHERS

01

"They are more proactive in the learning process or, as one student told me, the book now 'talks to him'.

02

"We live in a digital age and they show a teaching process that is related to current and real work activity."
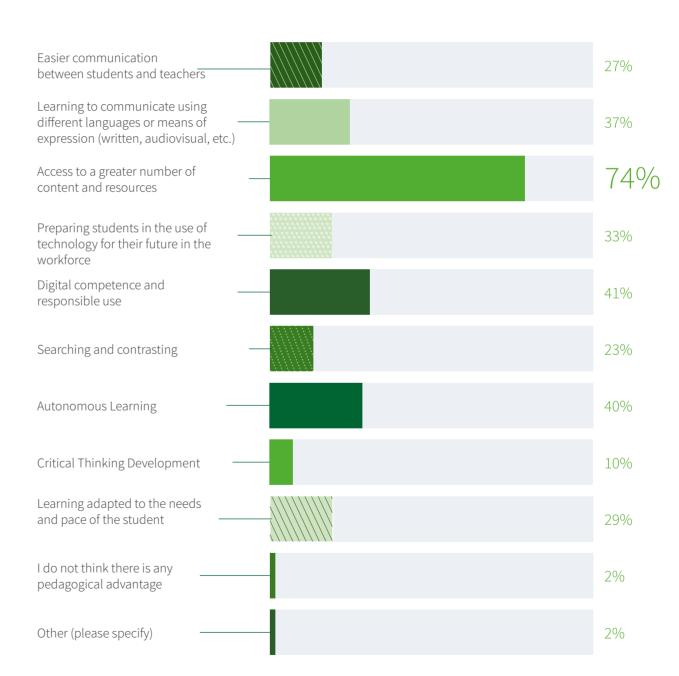
03

"Currently, students are accustomed to using screens and new technologies in everyday life, so their use in the classroom is a continuation of that. It also facilitates homework, access to new knowledge, interaction, and participation."

04
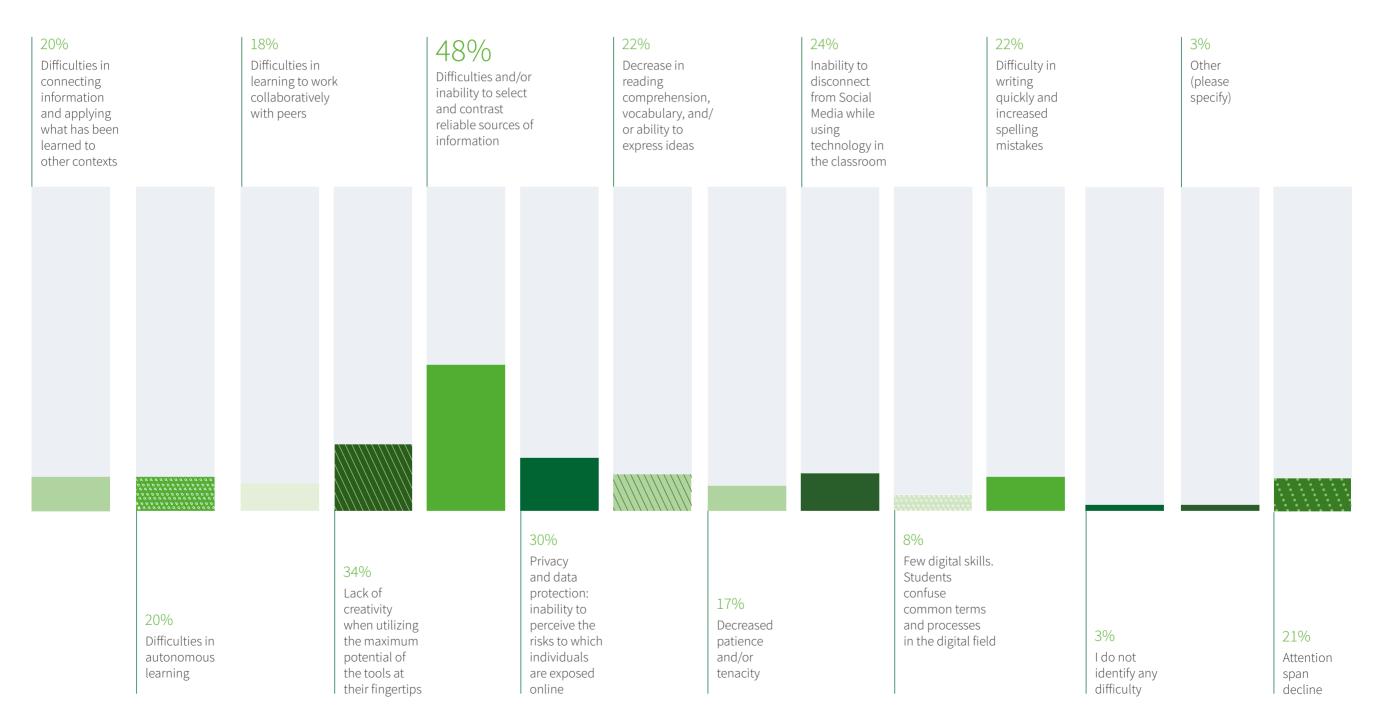
"Because of the fact that, instead of just being passively listening or copying, students can be "doing something" (looking up information or writing a paper)."

05
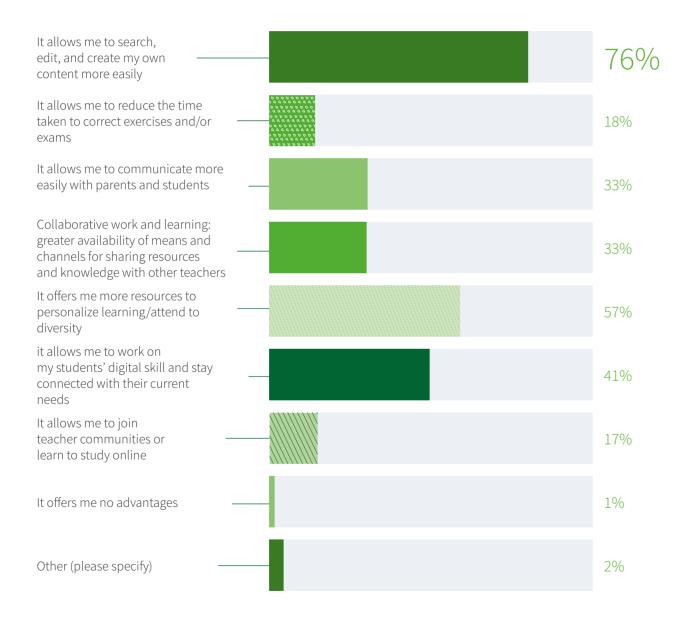
"It means leaving aside the "master" class and letting students participate more actively, who become the protagonists of their learning. Also, there is greater versatility and flexibility of formats."

At the pedagogical level, what do you consider to be the main advantages of using technology in the classroom? Select the three main advantages.

Advantage	Percentage
Easier communication between students and teachers	27%
Learning to communicate using different languages or means of expression (written, audiovisual, etc.)	37%
Access to a greater number of content and resources	74%
Preparing students in the use of technology for their future in the workforce	33%
Digital competence and responsible use	41%
Searching and contrasting	23%
Autonomous Learning	40%
Critical Thinking Development	10%
Learning adapted to the needs and pace of the student	29%
I do not think there is any pedagogical advantage	2%
Other (please specify)	2%

B2

Do you identify any academic deficits in your students when using technology?
Select a maximum of 3 options.

20%
Difficulties in connecting information and applying what has been learned to other contexts

18%
Difficulties in learning to work collaboratively with peers

48%
Difficulties and/or inability to select and contrast reliable sources of information

22%
Decrease in reading comprehension, vocabulary, and/or ability to express ideas

24%
Inability to disconnect from Social Media while using technology in the classroom

22%
Difficulty in writing quickly and increased spelling mistakes

3%
Other (please specify)

20%
Difficulties in autonomous learning

34%
Lack of creativity when utilizing the maximum potential of the tools at their fingertips

30%
Privacy and data protection: inability to perceive the risks to which individuals are exposed online

17%
Decreased patience and/or tenacity

8%
Few digital skills. Students confuse common terms and processes in the digital field

3%
I do not identify any difficulty

21%
Attention span decline

B2

As a teacher, what are the main advantages that technology offers you? Select a maximum of 3 options.

It allows me to search, edit, and create my own content more easily
76%

It allows me to reduce the time taken to correct exercises and/or exams
18%

It allows me to communicate more easily with parents and students
33%

Collaborative work and learning: greater availability of means and channels for sharing resources and knowledge with other teachers
33%

It offers me more resources to personalize learning/attend to diversity
57%

it allows me to work on my students' digital skill and stay connected with their current needs
41%

It allows me to join teacher communities or learn to study online
17%

It offers me no advantages
1%

Other (please specify)
2%

Would you recommend other colleagues to start a digital project in their learning centre?

79%
Yes

7%
No

14%
It depends on several factors
(Please specify)

• *Availability of technological means for all students. Teacher training. Establish a clear roadmap for its implementation.*

• *If there has been previous teacher training, emphasize the responsible use of technology.*

• *Realistic planning and scheduling work is necessary beforehand.*
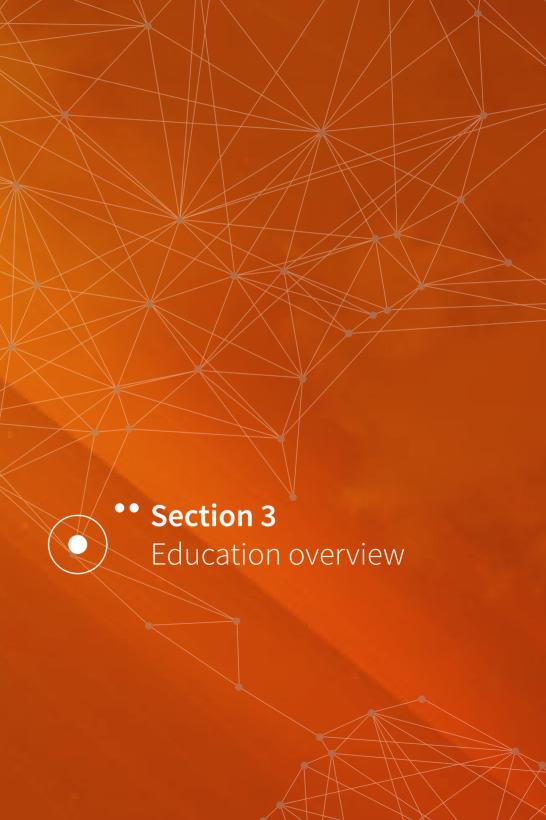
• *If there is sufficient commitment and support from the administration and the management of the centre.*
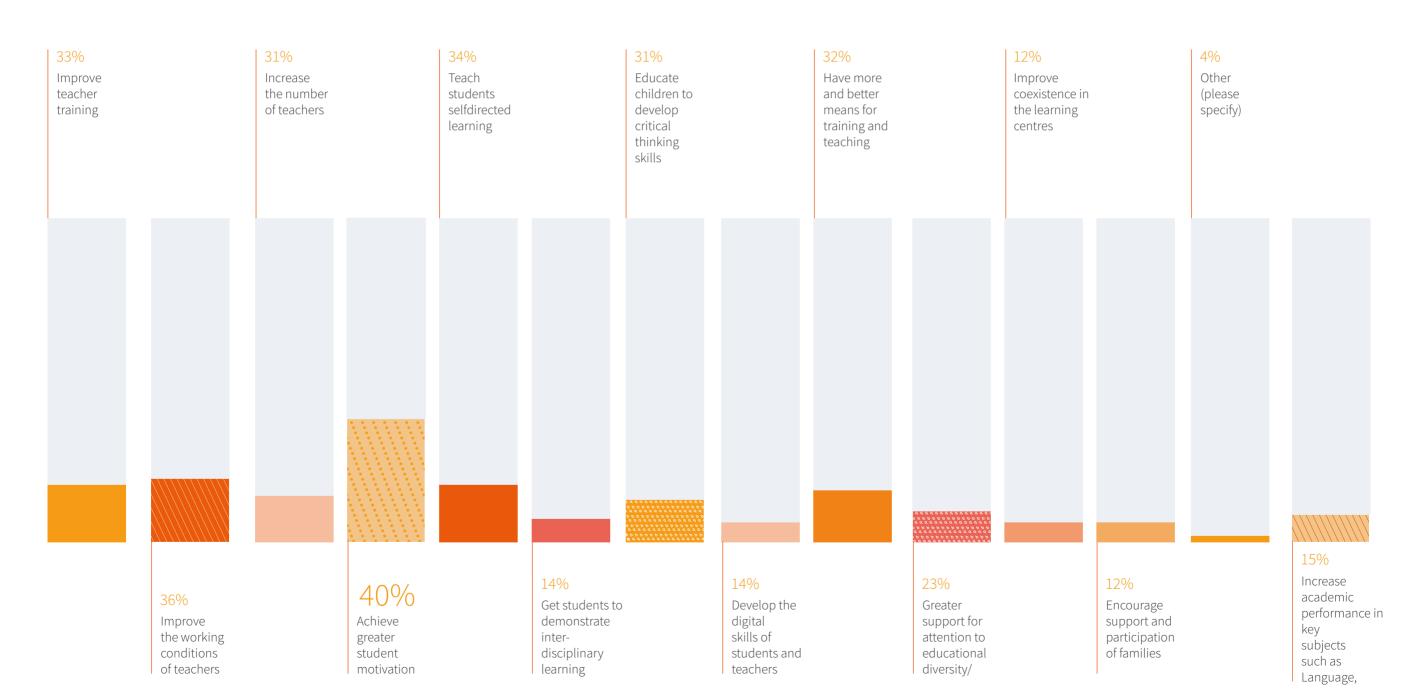
••

The main challenges to generally improve education by 2020 have to do with the motivation of both students and teachers. When asked about their personal motivation, teachers said that it goes hand-in-hand with that of the students, and 4 out of 10 ranks the motivation of their students as more important than improving their own working conditions.
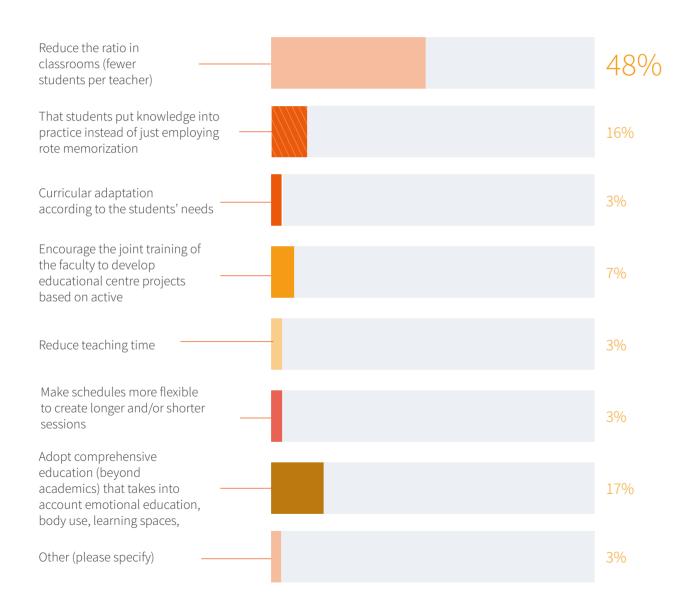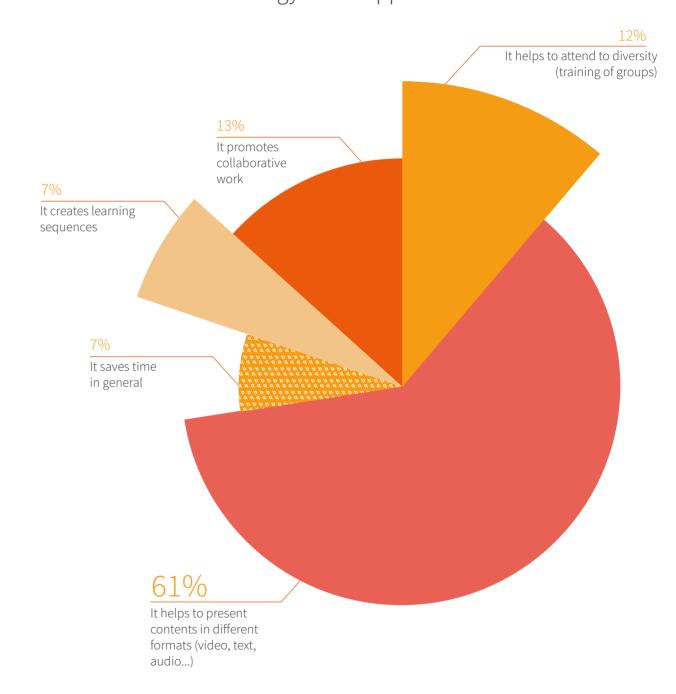
••

Section 3
Education overview

B3

In your opinion, what are the main challenges for improving education in general?
Select the three most important options.

33%
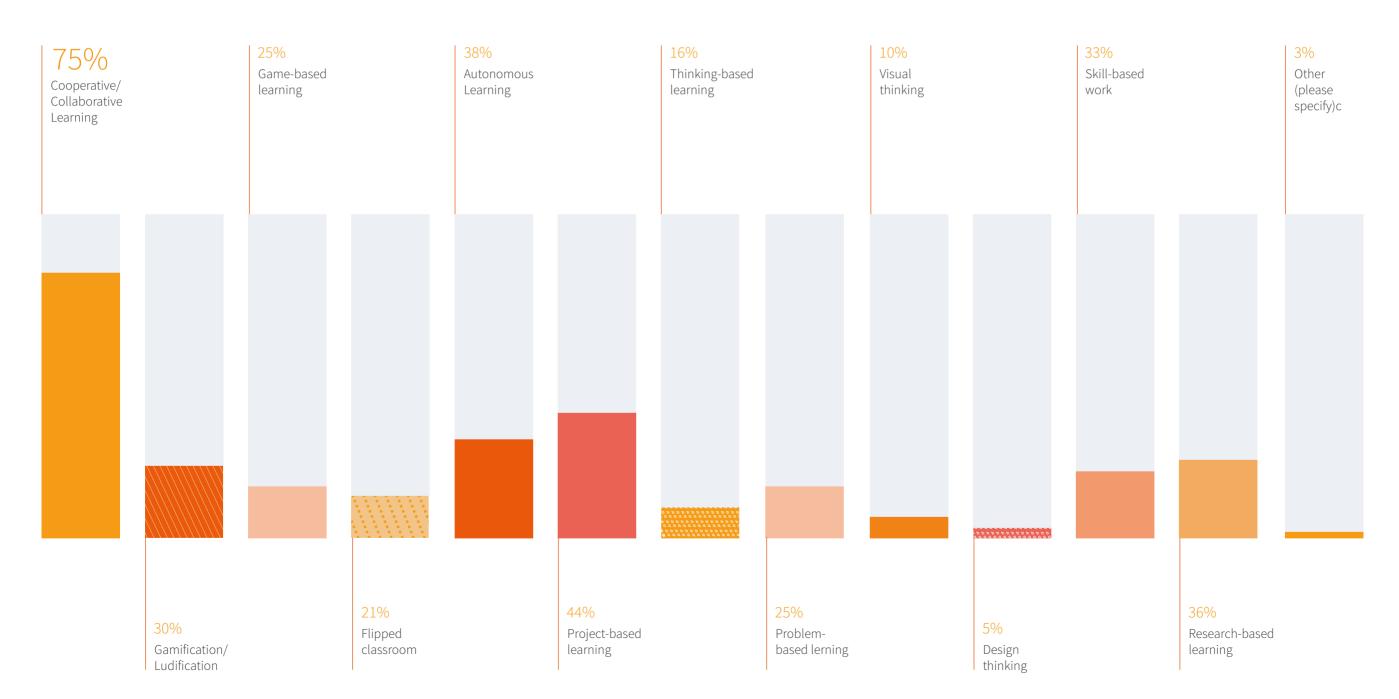Improve teacher training

31%
Increase the number of teachers

34%
Teach students selfdirected learning

31%
Educate children to develop critical thinking skills

32%
Have more and better means for training and teaching

12%
Improve coexistence in the learning centres

4%
Other (please specify)

36%
Improve the working conditions of teachers

40%
Achieve greater student motivation

14%
Get students to demonstrate inter-disciplinary learning

14%
Develop the digital skills of students and teachers

23%
Greater support for attention to educational diversity/

12%
Encourage support and participation of families

15%
Increase academic performance in key subjects such as Language,

B3

What is the main measure that could contribute to improving teaching?

Reduce the ratio in classrooms (fewer students per teacher) — 12% / **48%**

That students put knowledge into practice instead of just employing rote memorization — 16%

Curricular adaptation according to the students' needs — 3%

Encourage the joint training of the faculty to develop educational centre projects based on active — 7%

Reduce teaching time — 3%

Make schedules more flexible to create longer and/or shorter sessions — 3%

Adopt comprehensive education (beyond academics) that takes into account emotional education, body use, learning spaces, — 17%

Other (please specify) — 3%

What do you consider to be the greatest contribution of technology in the application of

12%
It helps to attend to diversity (training of groups)

13%
It promotes collaborative work

7%
It creates learning sequences

7%
It saves time in general

61%
It helps to present contents in different formats (video, text, audio...)

What active learning methodologies do you practice in the classroom? (Multiple responses allowed)

B3

75%
Cooperative/
Collaborative
Learning

30%
Gamification/
Ludification

25%
Game-based
learning

21%
Flipped
classroom

38%
Autonomous
Learning

44%
Project-based
learning

16%
Thinking-based
learning

25%
Problem-
based lerning

10%
Visual
thinking

5%
Design
thinking

33%
Skill-based
work

36%
Research-based
learning

3%
Other
(please
specify)c

••
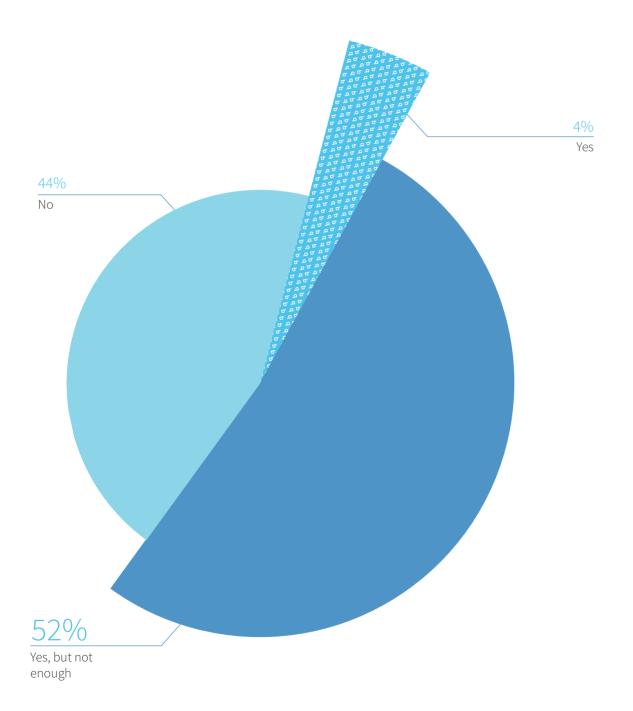
Most teachers feel valued by society, but not enough. Two measures that teachers mention as positive to improving the practice of the profession are, on the one hand, a decrease in the number of students per class and, on the other, team work with other coworkers.
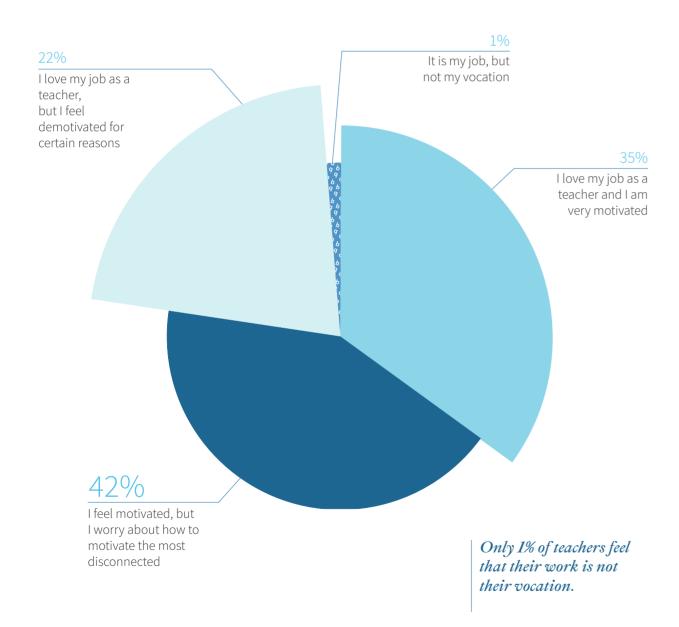
••
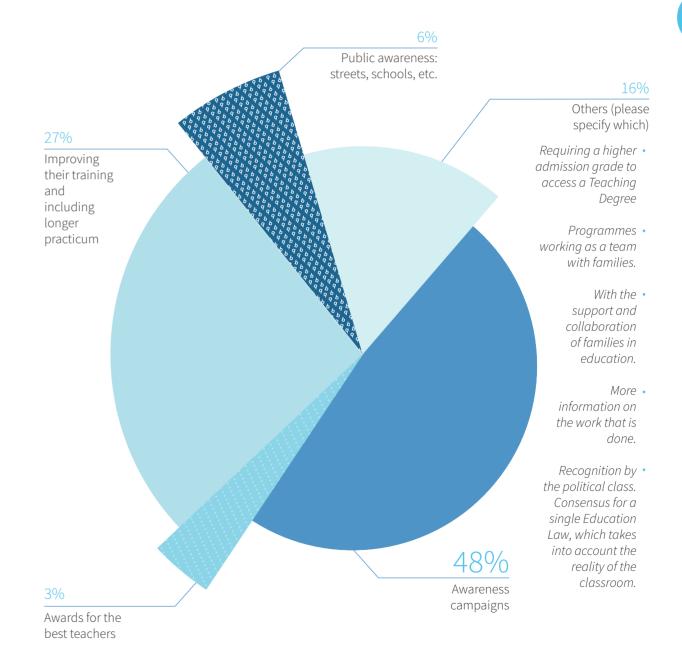
•• **Section 4**
About teachers and
their professions

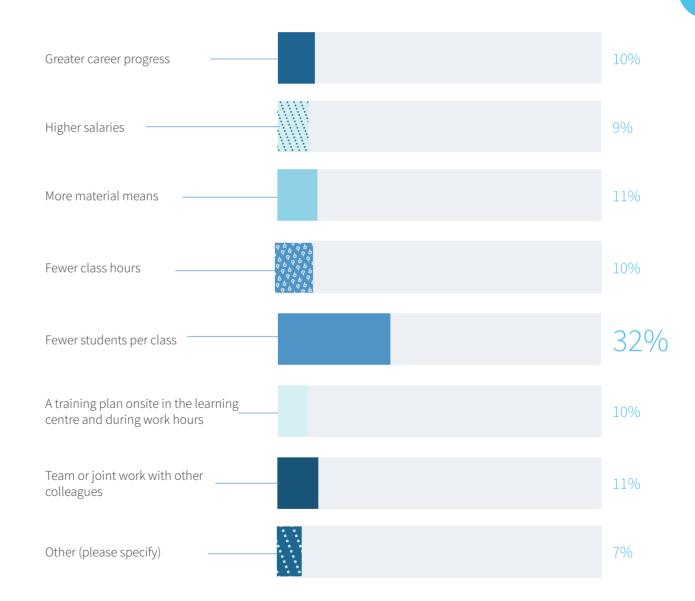## Do you feel that the teaching profession is valued in society?

B4

4%
Yes

44%
No

52%
Yes, but not enough

How would you improve the perception of teachers in society?

6%
Public awareness:
streets, schools, etc.

16%
Others (please specify which)

Requiring a higher admission grade to access a Teaching Degree •

Programmes working as a team with families. •

With the support and collaboration of families in education. •

More information on the work that is done. •

Recognition by the political class. Consensus for a single Education Law, which takes into account the reality of the classroom. •

27%
Improving their training and including longer practicum

48%
Awareness campaigns

3%
Awards for the best teachers

Do you feel motivated and like your job as a teacher?

B4

1%
It is my job, but not my vocation

22%
I love my job as a teacher, but I feel demotivated for certain reasons

35%
I love my job as a teacher and I am very motivated

42%
I feel motivated, but I worry about how to motivate the most disconnected

Only 1% of teachers feel that their work is not their vocation.

What would improve your motivation in your work as a teacher? (Select the option you consider the highest priority).

Greater career progress — 10%

Higher salaries — 9%

More material means — 11%

Fewer class hours — 10%

Fewer students per class — 32%

A training plan onsite in the learning centre and during work hours — 10%

Team or joint work with other colleagues — 11%

Other (please specify) — 7%

In which area would you like to receive more training regarding new technologies? (Select the option you consider the highest priority).

B4

Use of technological devices (tablets, laptops, projectors, etc.) — 6%

Management of digital software (applications, platforms, office automation, etc.) — 24%

Security and digital competence (data protection, copyright, privacy, social networks, etc.) — 12%

Searching, editing, and producing digital contents (recording and editing of video and audio, creation of infographics, etc.) — **26%**

Peer collaboration (collaborative platforms, digital faculty meetings, etc.) — 9%

Programming and robotics — 14%

Prevention of school cyberbullying — 6%

Other (please specify) — 3%

What do you think would be the best way to improve the training of new teachers?

4% Through experiences of other teachers in blogs

2% Other (please specify)

14% Practicum programmes for teachers

22% Sharing the classroom with another teacher

10% Mentoring programmes

48% Continuous training (courses, specializations)

Do you agree that teachers' work should be reviewed objectively?

15%
Yes, through standardized test results

17%
Yes, with an evaluation linked to student performance

11%
It depends on several factors (Please specify)

22%
No

11%
Yes, through the evidence portfolio

24%
Yes, through qualitative evaluation

••

According to teachers, the main change in the students' interests is attributed to the Internet. Firstly, to social networks, and secondly, to the information they find while browsing that arouses more curiosity than what they are told in class.
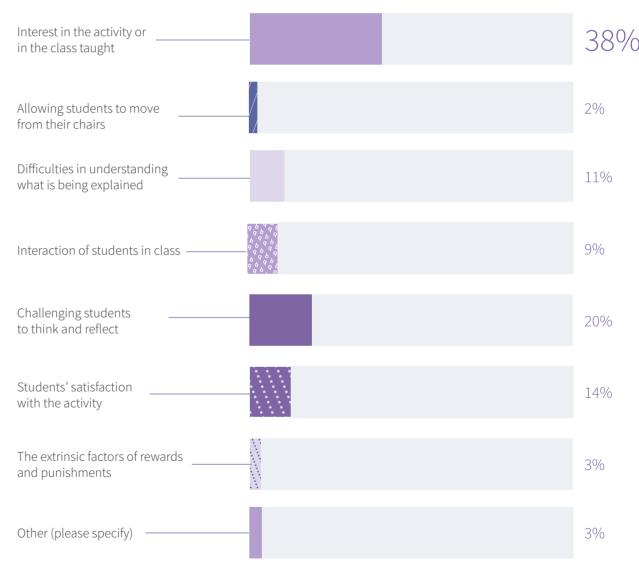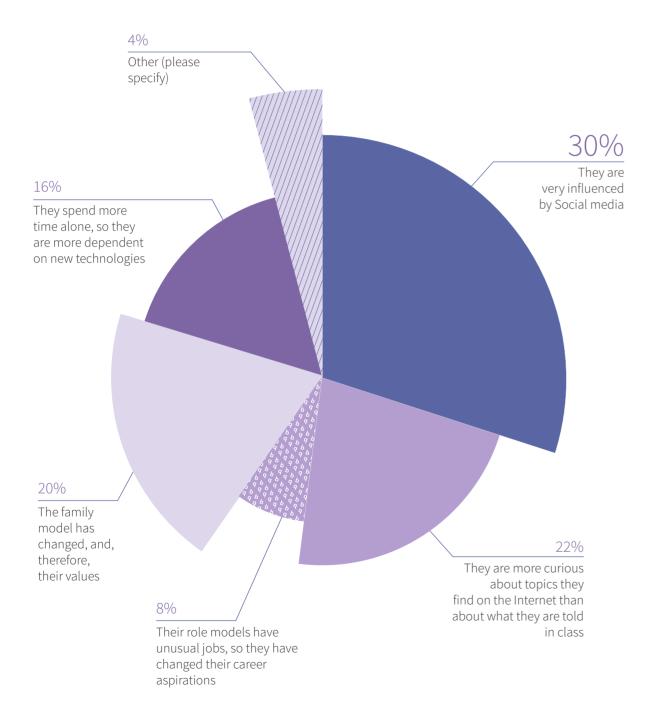
••

•• **Section 5**
About students
and their learning

What do you think is the level of family acceptance when a digital project begins?

3%
Very low

11%
Low

5%
Very high

30%
High

51%
Average

B5
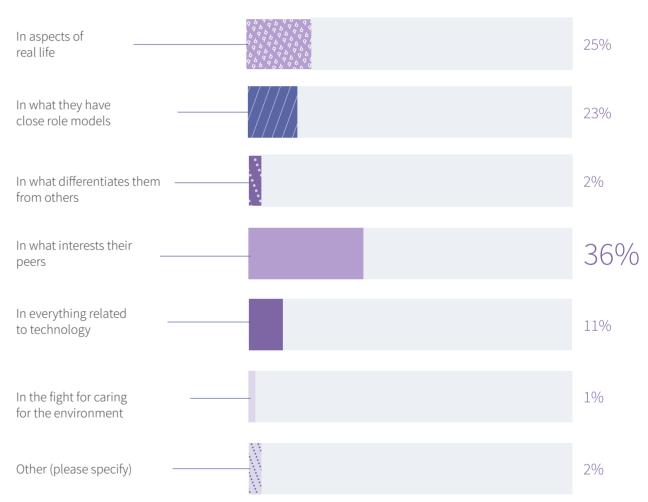
What do you consider to be the main factor that affects the motivation of your students?

Interest in the activity or in the class taught — 38%

Allowing students to move from their chairs — 2%

Difficulties in understanding what is being explained — 11%

Interaction of students in class — 9%

Challenging students to think and reflect — 20%

Students' satisfaction with the activity — 14%

The extrinsic factors of rewards and punishments — 3%

Other (please specify) — 3%

What do you think is the main change in the behaviour and interests of your students?

4%
Other (please specify)

16%
They spend more time alone, so they are more dependent on new technologies

30%
They are very influenced by Social media

20%
The family model has changed, and, therefore, their values

8%
Their role models have unusual jobs, so they have changed their career aspirations

22%
They are more curious about topics they find on the Internet than about what they are told in class

What aspects do you believe your students focus on?

B5

In aspects of real life	25%
In what they have close role models	23%
In what differentiates them from others	2%
In what interests their peers	**36%**
In everything related to technology	11%
In the fight for caring for the environment	1%
Other (please specify)	2%

Conclusions Spain

The challenges identified when introducing technology in the classroom are, first of all, teacher training, followed by connectivity issues, and lack of sufficient devices. Despite this, 78% of Spanish teachers would recommend beginning a technological project in their learning centre.

90% of Spanish teachers think, totally or partially, that the technological tools introduced are aligned with the pedagogical objectives.

More than 65% believe that the use of technology motivates students.

Regarding the devices most used used by students in the classrooms, in the previous edition (4th Survey), they were digital whiteboards followed by laptops/PC.

Mobile phones are an imposing force in Spanish centres, leaving digital whiteboards and laptops in second and third place.

Last year, the biggest challenge for the Spanish educational community was in teacher training. Connectivity issues and lack of sufficient devices in the classroom then followed. In 5th Survey, the same problems are in place and intensified - there is a greater percentage of each one. In addition, two "new challenges" arise:

- Rejection/reluctance of families.
- Security and data protection.

These two new problems could also account for greater awareness on the part of families and the educational community about the dangers technology poses upon children. Also, there is a low perception of acceptance by families when starting a digital project: only 4.56% of teachers perceive high acceptance and 50% believe that the level is medium.

The equation that emerges as an overview of the education of Spanish teachers would be:

$$\text{Motivation} + \text{Student Ratio} + \text{Active methodologies}$$

Motivation:

The main challenges to improving education by 2020 have to do with motivation, both by the students and the teachers. When asked about their personal motivation, teachers said that it goes hand-in-hand with that of students and 4 out of 10 put their students' motivation above improving their working conditions.

Student-to-classroom ratio:

For the educational community in Spain, the main measure that could contribute to improving education is reducing the number of students in the classroom. Not only that, but it also appears as a factor that would increase the motivation of the teachers' work, along with having more material means and working together with other coworkers.

Active methodologies:

Cooperative/collaborative, project-based, and autonomous learning are the methodologies that teachers are implementing most in the classroom. They are used to promote students' critical thinking and autonomous learning. In turn, the main contribution of technology in the application of these methodologies is laid out in the presentation of the contents in different formats (video, text, audio).

Only 4% of teachers feel really valued by society

52% of teachers believe that their profession is not valued enough and consider that awareness campaigns would be necessary to increase this recognition.

7 out of 10 teachers agree that their work should be evaluated objectively

Continuous training is the most commonly chosen measure to improve the training of new teachers. "Searching, editing, and production of digital content" closely followed by "Management of digital software" are the areas where teachers believe they need to receive more training. Furthermore, almost 7 out of 10 teachers agree to receive a qualitative evaluation.

The main change in student interest is attributed to the Internet

Regarding what interests students, the answers with the highest percentage have in common proximity: with their peers, aspects of their daily lives, and their role models. In addition, the main change in their interests is attributed to the Internet: first, with social networks and second, the information they find surfing the web, which arouses curiosity beyond what they are told in class.

The main challenges that arise with the introduction of technology in the classroom are repeated, to a greater or lesser extent, in the five countries surveyed. All agree that the greatest challenges are in teacher training and connectivity issues. The lack of sufficient devices is another challenge that is reiterated.

Section 6
Comparing Spain, Mexico, Colombia, Peru and Argentina.

27/ **SECTION 6**
Comparing Spain Mexico, Colombia, Peru and Argentina.

© Blinklearning 2019

What is the most common device among students at your learning centre?

	Spain	Argentina	Colombia	Mexico	Peru
iPads	8%	1%	5%	9%	3%
Android tablets	4%	3%	2%	1%	3%
Windows tablets	1%	0%	0%	0%	1%
Chromebooks	7%	1%	0%	4%	3%
PC/Laptops	22%	22%	23%	26%	30%
Digital whiteboards/projectors	26%	8%	2%	9%	12%
Mobile phones	29%	61%	66%	49%	44%
Other (please specify)	4%	4%	2%	2%	4%

In your opinion, what are the biggest challenges with the introduction of technology in the classroom? Select the three biggest challenges.

B6

	Spain	Argentina	Colombia	Mexico	Peru
Connectivity issues	44%	62%	53%	54%	39%
Teacher training (handling of electronic devices, use of applications, time, and resources to train, etc.)	49%	63%	48%	49%	61%
Student training (using technology beyond social or recreational purposes)	30%	29%	43%	36%	35%
Usability of digital content (stability, intuitive navigability, optimization of resources, etc.)	19%	13%	24%	17%	20%
Not enough devices for all students and/or teachers	45%	49%	37%	32%	44%
Means to control that students use their devices to follow their lessons rather than for other purposes	44%	21%	31%	43%	33%
Adapting the educational learning process to the use of technology	32%	34%	32%	30%	38%
Reluctance or rejection by families - educational commu-	6%	7%	5%	6%	8%
Security and data protection	22%	11%	11%	13%	14%
Other (please specify)	3%	1%	2%	4%	5%

TOP 3 PER COUNTRY:

1º Maximum value of the country
2º Second value of the country
3º Third value of the country

28/ **SECTION 6**
Comparing Spain Mexico, Colombia, Peru and Argentina.

© Blinklearning 2019

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

	Spain	Argentina	Colombia	Mexico	Peru
Very high	12%	27%	25%	20%	20%
High	55%	46%	49%	46%	59%
Low	12%	13%	16%	18%	14%
Very low	1%	2%	2%	2%	2%
I do not consider that the use of technology in the classroom is related to the degree of student	20%	12%	8%	14%	5%

At the pedagogical level, what do you consider to be the main advantages of using technology in the classroom? Select the three main advantages.

B6

	Spain	Argentina	Colombia	Mexico	Peru
Easier communication between students and teachers	27%	19%	26%	28%	32%
Learning to communicate using different languages or means of expression (written, audiovisual, etc.)	37%	60%	47%	42%	45%
Access to a greater number of contents and resources	74%	52%	62%	64%	51%
Preparing students in the use of technology for their future in the workforce	33%	45%	32%	37%	38%
Digital competence and responsible use	41%	41%	35%	30%	48%
Searching and contrasting sources	23%	14%	22%	19%	17%
Autonomous Learning	40%	38%	56%	46%	50%
Critical thinking development	10%	36%	26%	26%	30%
Learning adapted to the needs and pace of the student's needs	29%	34%	37%	31%	31%
I do not think there is any pedagogical advantage	2%	1%	1%	3%	0%
Other (please specify)	2%	2%	3%	2%	4%

TOP 3 PER COUNTRY:

1º Maximum value of the country
2º Second value of the country
3º Third value of the country

29/ **SECTION 6**
Comparing Spain Mexico, Colombia, Peru and Argentina.

© Blinklearning 2019

Do you identify any academic deficits in your students when using technology? Select a maximum of 3

	Spain	Argentina	Colombia	Mexico	Peru
Difficulties in connecting information and applying what has been learned to other contexts	20%	**30%**	28%	25%	25%
Difficulties in autonomous learning	20%	**33%**	**36%**	29%	25%
Difficulties in learning to work collaboratively with their peers	18%	24%	**33%**	**31%**	24%
Lack of creativity when utilizing the maximum potential of the tools at their fingertips	**34%**	**33%**	**36%**	**34%**	**30%**
Difficulties and/or inability to select and contrast reliable sources of information	**48%**	**40%**	**39%**	**47%**	**45%**
Privacy and data protection: inability to perceive risks to which they are exposed online	**30%**	22%	15%	17%	**25%**
Decrease in reading comprehension, vocabulary, and/or the ability to express ideas	22%	17%	24%	22%	15%
Attention span decline	21%	11%	14%	18%	12%
Decreased patience and/or tenacity	17%	11%	7%	10%	10%
Inability to disconnect from Social Media while using technology in the classroom	25%	24%	34%	28%	25%
Few digital skills. Students confuse common terms and processes in the digital field.	8%	19%	14%	11%	16%
Difficulty in writing quickly and increased spelling mistakes	22%	13%	18%	20%	20%
I do not identify any	3%	8%	4%	3%	4%
Other (please specify)	3%	-	2%	3%	5%

TOP 3 PER COUNTRY:

1º	Maximum value of the country
2º	Second value of the country
3º	Third value of the country

Would you recommend your colleagues to start a digital project in their learning centre?

B6

	Spain	Argentina	Colombia	Mexico	Peru
Yes	**79%**	**93%**	**95%**	**89%**	**95%**
No	7%	1%	1%	3%	1%
It depends on several factors (Please specify)	14%	6%	4%	8%	4%

30/ **SECTION 6**
Comparing Spain Mexico, Colombia, Peru and Argentina.

© Blinklearning 2019

In your opinion, what are the main challenges for improving education in general? Select the three most significant options.

	Spain	Argentina	Colombia	Mexico	Peru
Improve teacher training	33%	**70%**	**54%**	**57%**	**55%**
Improve the working conditions of teachers	**36%**	**49%**	**56%**	**42%**	37%
Increase the number of teachers	31%	13%	11%	6%	5%
Achieve greater student motivation	**40%**	23%	28%	32%	27%
Teach students self-directed learning	**34%**	32%	32%	**39%**	36%
Get students to demonstrate inter-disciplinary learning	14%	22%	24%	30%	17%
Educate children to develop critical thinking skills	31%	**36%**	**33%**	34%	**41%**
Increase academic performance in key subjects such as Language, Science, and Mathematics	15%	12%	17%	26%	13%
Develop the digital skills of students and teachers	14%	26%	33%	24%	**38%**
Have more and better means for 32% training and teaching	32%	24%	22%	19%	25%
Greater support for attention to educational diversity/inclusion	23%	21%	17%	14%	18%
Improve coexistence in the learning centres	12%	9%	9%	7%	10%
Encourage the support and participation of families	12%	14%	16%	15%	17%
Other (please specify)	4%	2%	4%	3%	2%

TOP 3 PER COUNTRY:

- 1º Maximum value of the country
- 2º Second value of the country
- 3º Third value of the country

What is the main measure that could contribute to improving teaching?

B6

	Spain	Argentina	Colombia	Mexico	Peru
Reduce the ratio in classrooms (fewer students per teacher)	**48%**	**20%**	**15%**	**14%**	11%
That students put knowledge into practice instead of just employing rote memorization	**16%**	9%	**18%**	**22%**	**17%**
Curricular adaptation according to the students' needs	3%	7%	10%	5%	**12%**
Encourage joint training of the faculty to develop educational centre projects based on active methodologies	7%	**18%**	**16%**	13%	10%
Reduce teaching time	3%	2%	1%	1%	1%
Make schedules more flexible to create longer and/or	3%	2%	2%	2%	3%
Adopt comprehensive education (beyond academics) that takes into account emotional education, body use, learning spaces, etc.	**17%**	**38%**	**37%**	**40%**	**44%**
Other (please specify)	3%	4%	1%	3%	2%

31/ **SECTION 6**
Comparing Spain Mexico, Colombia, Peru and Argentina.

© Blinklearning 2019

Do you feel that the teaching profession is valued in society?

	Spain	Argentina	Colombia	Mexico	Peru
Yes	4%	2%	3%	2%	3%
Yes, but not enough	**52%**	**52%**	**59%**	**58%**	**54%**
No	44%	46%	38%	40%	43%

How would you improve the perception of teachers in society?

	Spain	Argentina	Colombia	Mexico	Peru
Awareness campaigns	**48%**	16%	23%	24%	17%
Awards for the best teachers	3%	13%	8%	12%	10%
Improving their training and including longer practicum periods	**27%**	**46%**	**37%**	**40%**	**51%**
Public acknowledgements: streets, schools,	6%	10%	19%	10%	12%
Others (please specify which)	16%	15%	13%	14%	10%

B6

TOP 3 PER COUNTRY:

1º Maximum value of the country
2º Second value of the country
3º Third value of the country

32/ **SECTION 6**
Comparing Spain Mexico, Colombia, Peru and Argentina.

© Blinklearning 2019

Do you feel motivated and like your job as a teacher?

	Spain	Argentina	Colombia	Mexico	Peru
I love my job as a teacher and I am very motivated	35%	**48%**	**47%**	**40%**	**44%**
I feel motivated but I worry about how to motivate the more disconnected students	**42%**	25%	19%	29%	29%
I love my job as a teacher, but I feel demotivated for certain reasons	22%	26%	33%	31%	26%
It is my job, but not my vocation	1%	1%	1%	0%	1%

What would improve your motivation in your work as a teacher? (Select the option you consider the highest priority).

B6

	Spain	Argentina	Colombia	Mexico	Peru
Greater career progress	10%	17%	24%	19%	18%
Higher salaries	9%	16%	**31%**	**36%**	**32%**
More material means	11%	13%	6%	7%	9%
Fewer class hours	10%	2%	4%	1%	1%
Fewer students per class	**32%**	10%	8%	7%	6%
A training plan onsite in the learning centre and during work hours	10%	14%	8%	17%	16%
Team or joint work with other colleagues	11%	**23%**	11%	9%	15%
Other (please specify)	7%	5%	8%	4%	3%

TOP 3 PER COUNTRY:

1º   Maximum value of the country
2º   Second value of the country
3º   Third value of the country

33/ **SECTION 6**
Comparing Spain Mexico, Colombia, Peru and Argentina.

© Blinklearning 2019

What do you think would be the best practice to improve the training of new teachers?

	Spain	Argentina	Colombia	Mexico	Peru
Practicum programmes for teachers	14%	9%	20%	11%	14%
Continuous Training (courses, specializations)	**48%**	**57%**	**48%**	**56%**	**56%**
Mentoring programmes	10%	11%	12%	18%	16%
Sharing the classroom with another teacher	22%	17%	13%	10%	12%
Through experiences of other teachers in blogs	4%	4%	4%	4%	2%
Other (please specify)	2%	2%	3%	1%	0%

What do you think is the level of family acceptance when a digital project begins?

B6

	Spain	Argentina	Colombia	Mexico	Peru
Very low	3%	6%	4%	6%	5%
Low	11%	11%	12%	13%	14%
Average	**51%**	**41%**	**42%**	**46%**	**42%**
High	30%	32%	34%	29%	34%
Very high	5%	10%	8%	6%	5%

TOP 3 PER COUNTRY:

1º — Maximum value of the country
2º — Second value of the country
3º — Third value of the country

34/ **SECTION 6**
Comparing Spain Mexico, Colombia, Peru and Argentina.

© Blinklearning 2019

What do you think is the main change in the behaviour and interests of your students?

	Spain	Argentina	Colombia	Mexico	Peru
They are very influenced by Social Media	**30%**	18%	**24%**	**26%**	**24%**
They are more curious about topics they find on the Internet than about what they are told in class	**22%**	**24%**	22%	20%	21%
Their role models have unusual jobs, so they have changed their career aspirations	8%	5%	10%	4%	6%
Family models have changed and, therefore their values	20%	**24%**	18%	22%	22%
They spend more time alone, so they are more dependent on new technologies	16%	**24%**	**22%**	24%	**26%**
Other (please specify)	4%	5%	4%	4%	1%
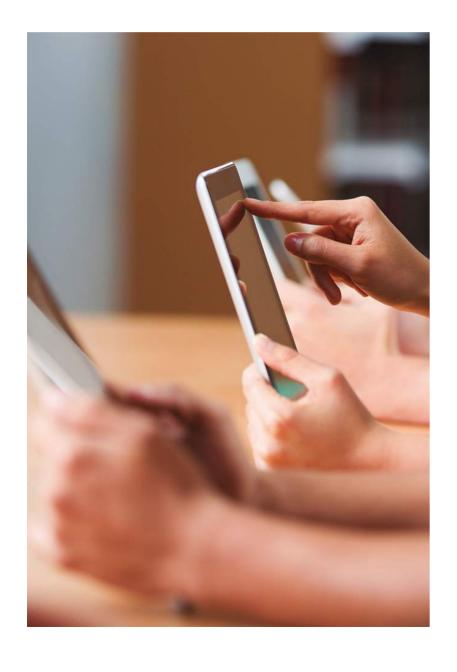
What aspects do you believe your students focus on?

	Spain	Argentina	Colombia	Mexico	Peru
In aspects of real life	**25%**	**32%**	**26%**	**25%**	24%
In what they have close role models	23%	13%	20%	19%	14%
In what differentiates them from others	2%	4%	5%	4%	4%
In what interests their peers	**36%**	**33%**	22%	**27%**	**25%**
In everything related to technology	11%	13%	**23%**	20%	**29%**
In the fight for caring for the environment	1%	2%	2%	1%	3%
Other (please specify)	2%	3%	2%	4%	1%

B6

TOP 3 PER COUNTRY:

1º Maximum value of the country
2º Second value of the country
3º Third value of the country

Comparative conclusions

The comparative results of the 5th Survey indicate that, in the five countries of the sample, the most used device in the classroom is the mobile phone

Challenges in introducing technology in the classroom

The greatest challenges during the introduction of technology in the classroom are repeated, to a greater or lesser extent, in the five countries. Everyone agrees that they are teacher training and connectivity issues. The lack of sufficient devices is another problem repeatedly mentioned.

Most used devices in the classroom

Certain particularities are found among the countries surveyed in relation to the use of devices. In Latam, the mobile/cellular phone is the most used by a wide margin (between 50 and 65%). Behind them, there are laptops/PCs, and the rest of the devices (such as iPads, tablets) with lower percentages. In Spain, the use of different devices is more evenly distributed, although the mobile phone is the most used followed by digital whiteboards/projectors. -With respect to last year's survey, the same phenomenon occurs in Peru and Colombia, where mobile/cellular phones replaced laptops/PCs, thus reversing the trend.

Advantages of using ICT

Spain, Colombia, Mexico, and Peru agree that the main advantage of using ICT in the classroom is to have access to a greater number of contents and resources. This is not only the most common option, but it is repeated with respect to last year's survey. Furthermore, in all countries, the relationship between the use of technology and the increase in student motivation is considered to be high.

Reliable sources of information

As in the 4th Survey, the difficulty in selecting reliable sources of information is, for all countries, the main deficit in students' use of ICT. They also coincide in the lack of creativity when it comes to extracting the maximum potential of the tools at their fingertips. Meanwhile, in Spain and Peru, there is some concern about data protection and the inability to perceive the risks to which they are exposed online.

Acceptance of learning centres

Most teachers in the countries surveyed said they would recommend a colleague to start a digital project in his/her learning centre. The highest percentage of acceptance is given in Peru, with 95.10% of affirmative answers.

General challenges of education

For Argentina, Mexico, and Peru, teacher training is the main challenge of education at a general level. For Colombia, improving the working conditions of teachers, and in Spain, achieving greater motivation for students.

Motivation of teachers at work

In LatAm, most teachers feel motivated and love their work, while in Spain, they said that although they feel motivated, they are worried about how to motivate students.

Student motivation

For teachers in Spain, Colombia, Mexico, and Peru, students are heavily influenced by social media.
According to Argentina and Peru, the main change in the interests of the students is because they spend more time alone, so they are more dependent on new technologies. Meanwhile, in Spain and Argentina, students are more curious about topics they find on the Internet than about what they are told in class. In general, in the five countries, they consider that students focus their attention on aspects of their real life, what interests their peers, and everything related to technology.

How to improve classroom teaching

For Latin American countries, the main measure that could help improve education is to adopt comprehensive education. For Spain, reducing the studentteacher ratio in the classroom would be the first step to take.

Recognition of the teaching profession

More than half of the teahers in the countries surveyed believe that the profession is not sufficiently valued in society.
In Latin America, they believe that this perception could increase by improving their training and including longer practicum periods. On the other hand, in Spain, through awareness campaigns. All countries agree that continuous training would be the best practice to improve the training of new teachers.

Families and ICT

In general, in the five countries, there is a low acceptance by families when a digital project is started: less than 10% of teachers allude to high acceptance and more than 50% believe that the level of acceptance is average.

Section 7
Acknowledgements

B7

•• Where #realinfluencers teach

blink
Learning