

KAJEET FOR HIGHER EDUCATION

EdTech Report

FALL 2020

Education technology is evolving at a rapid rate. In this report, we review some of the most recent statistics on how higher education leaders are using technology in their **reopening plans**, the **challenges they are facing**, and **steps to take today** to make sure this semester is a success.

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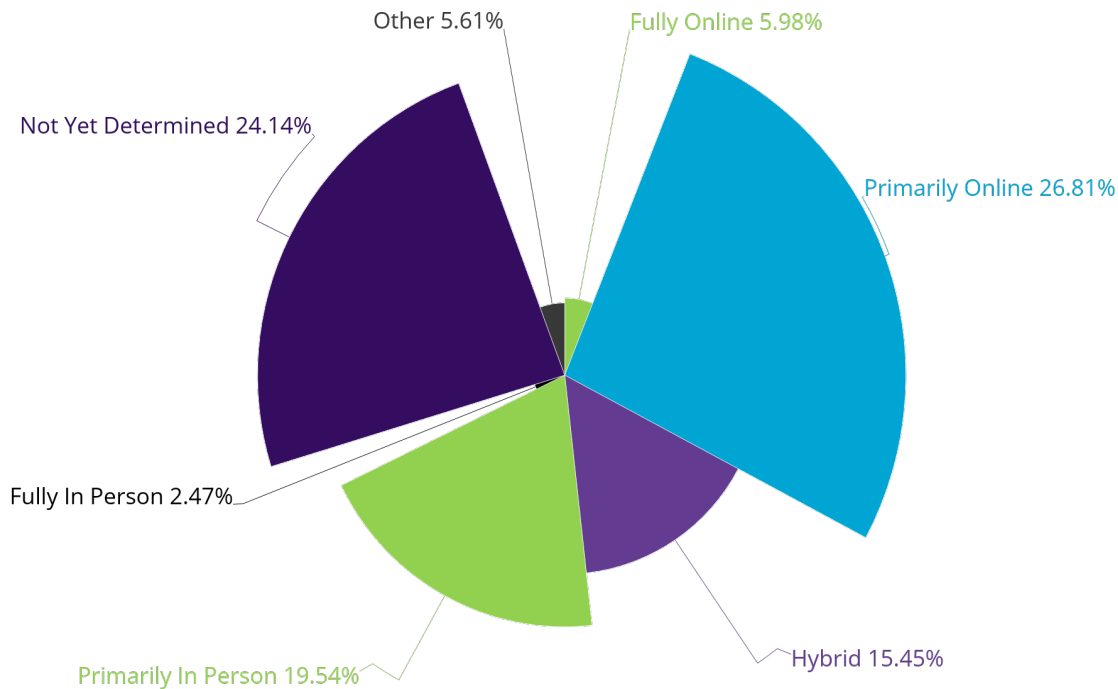
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EdTech Statistics: Back-to-Learning

REOPENING STATUS OF POST SECONDARY INSTITUTIONS



Data Source: As of 8/22/2020. <https://collegecrisis.shinyapps.io/dashboard/>

The College Crisis Initiative at Davidson College and Project PRONTO++ (in collaboration with The Chronicle for Higher Education and funded by ECMC Foundation), provides regularly updated insight into how nearly 3,000 post-secondary institutions in the U.S. plan to educate students in the upcoming Fall semester.

EdTech Statistics: Back-to-Learning

60%

PERCENTAGE OF SCHOOLS PLANNING TO REOPEN

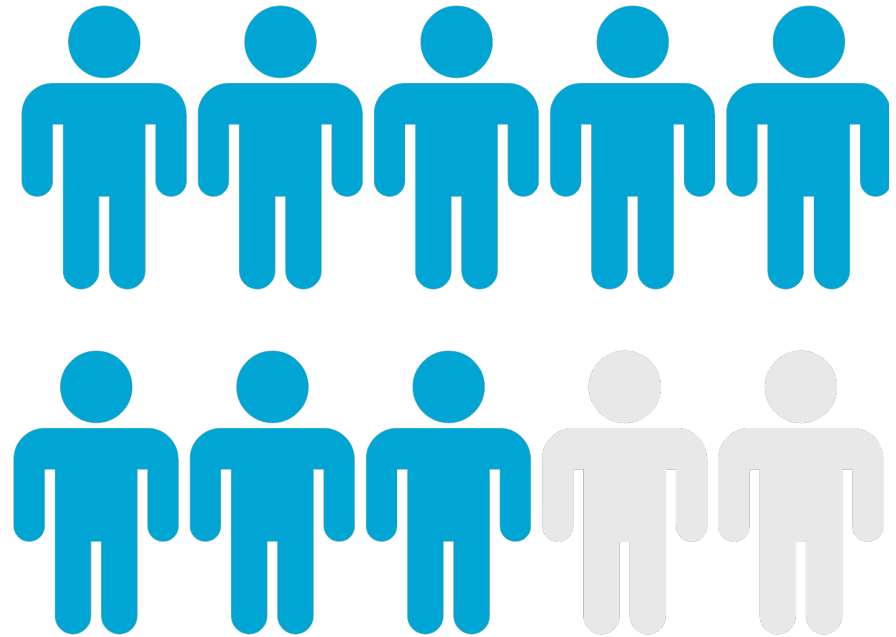
In **April 2020**, **47%** of school presidents believed they would reopen school in Fall. As of July 27, 2020, that number **jumped to 60%** of higher education schools were planning to return to in-person instruction in the Fall.

Data Source: As of 6/30/2020. <https://www.ncsl.org/blog/2020/06/30/higher-ed-in-the-age-of-covid-19-resources-for-state-legislators.aspx>

LONG-TERM HYBRID MODEL V. VIRTUAL

8 in 10 leaders said they would
“reassess the long-term mix of in-
person vs. virtual education.”


Data Source: As of 6/29/2020. <https://www.insidehighered.com/news/survey/college-presidents-increasingly-worried-about-perceived-value-degrees>



EdTech Statistics: Back-to-Learning

In March 2020, Google search queries for “online classes” and “online education” saw a 286% increase.

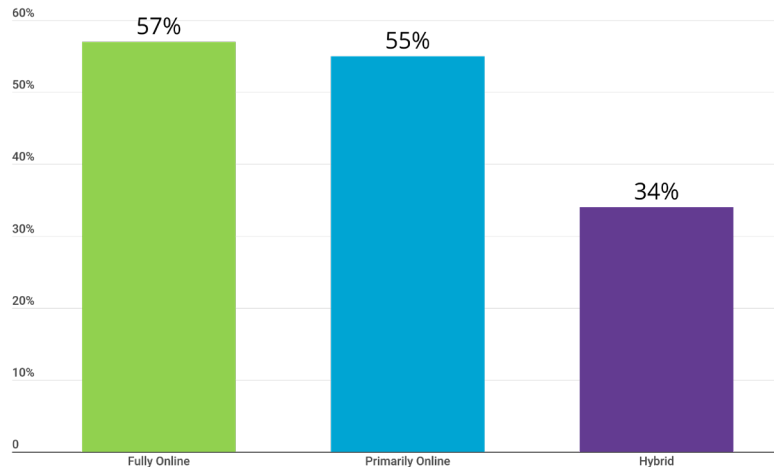
Data Source: March 2020. <https://ads.google.com/aw/keywordplanner>



286%

INCREASE IN “ONLINE EDUCATION” AND “ONLINE CLASSES”
GOOGLE SEARCHES FROM FEBRUARY 2020 TO MARCH 2020

EdTech Statistics: Back-to-Learning



PERCENTAGE OF HIGHER EDUCATION LEADERS CONFIDENT IN HIGH-QUALITY VIRTUAL LEARNING

Nearly six in 10 leaders expressed confidence that their college or university can “give students who remain remote a high-quality learning experience” (57%) and provide high-quality student support and services (55%). But only a third, 34%, are confident they can make students who remain remote “feel virtually connected.”

Data Source: As of 6/29/2020. <https://www.insidehighered.com/news/survey/college-presidents-increasingly-worried-about-perceived-value-degrees>

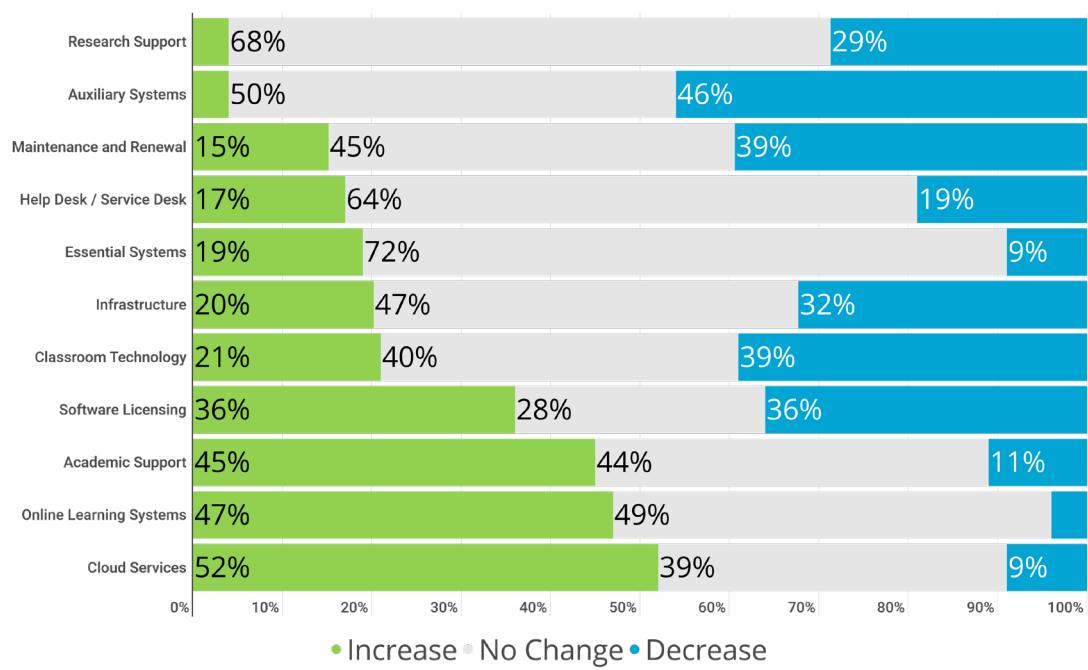
44%

PERCENTAGE OF HIGHER EDUCATION INSTITUTIONS INCORPORATING ONLINE INSTRUCTION

44% of post secondary institutions will incorporate some degree of online instructional this academic year.

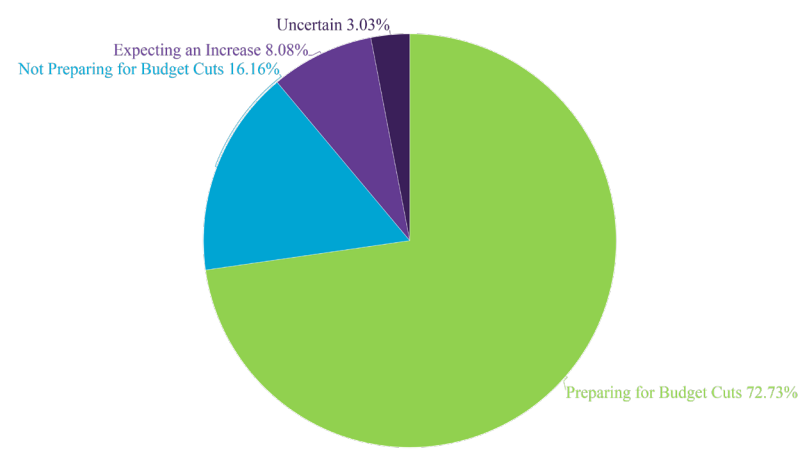
Data Source: As of 5/19/2020. <https://www.insidehighered.com/admissions/article/2020/05/19/one-third-high-school-seniors-say-they-will-defer-or-cancel-rather>

EdTech Statistics: Back-to-Learning



PLANNED CHANGES WITHIN THE INSTITUTIONAL IT BUDGET

Data Source: As of 5/6/2020. <https://er.educause.edu/blogs/2020/5/educause-covid-19-quickpoll-results-it-budgets-2020-2021>

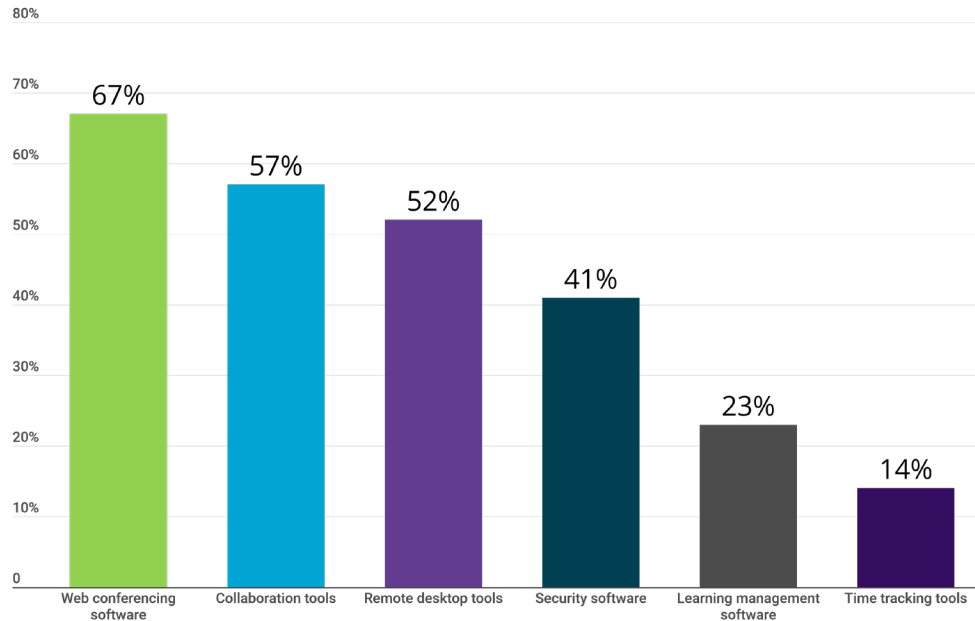


PERCENTAGE OF HIGHER EDUCATION IT DEPARTMENTS PLANNING FOR BUDGET CUTS

Data Source: As of 5/6/2020. <https://er.educause.edu/blogs/2020/5/educause-covid-19-quickpoll-results-it-budgets-2020-2021>



EdTech Statistics: Digital Transformation



SOFTWARE SPENDING INCREASES AMID COVID-19 WORLDWIDE 2020

According to a recent spending forecast survey, learning management software application downloads have increased by 23%.

Data Source: As of 6/8/2020. <https://www.trustradius.com/vendor-blog/covid-19-tech-spending-data>

20%

PERCENTAGE OF IT BUDGETS
DEDICATED TO RISK MANAGEMENT

Conducted in January, a survey by CDW and IDG found that education leaders expected to devote just 20% of their IT budgets to risk mitigation over the next two years.

Data Source: As of 1/2020. <https://edtechmagazine.com/higher/article/2020/08/make-case-better-cybersecurity-spending-higher-education>



Ensuring a Successful Semester

Get an accurate sense of your school's needs.

You may need to take a gradual approach to fulfill them, but understanding your needs and prioritizing is important. The steps involved in this are:

- **Identifying local needs** via questionnaires, digital data, IT usage, assessment results, local demographics, attendance rates, and an assessment of relevant plans, policies, and decisions on how resources are allocated. Ask yourself what data you have, what data you need, and where the most glaring – and addressable – gaps are.
- **Selecting an appropriate plan, project, or intervention based on your data.** Some changes may be needed just to meet compliance requirements, but beyond those, why do you need a specific intervention, and what would happen if it is not conducted? Who are some of the relevant stakeholders in the process, and when is their participation needed?
- **Planning your implementation.** How will your proposals address learning gaps? What do you have in terms of resources? How will you measure results? How will you prioritize conflicting goals and define impact that is both measurable as well as lasting? Do not design a plan that hinges on the actions of those outside the jurisdiction of those directly involved in the project. Focus on what you control.
- **Implementing your solution.** Follow your project plan and pivot as needed if unforeseen issues arise. It helps to work on initiatives relevant to existing areas of work that align with known priorities and address the needs of your community. Keep note of your key guiding principles (“why are we implementing this initiative?”) so that you can work towards a defined goal.
- **Measure results and outcomes** based on the metrics defined in step III above, compare them to your benchmarks of success or failure, and repeat the process to improve the current project (if the results justify doing so) or move to the next initiative based on school or district priorities.

Ensuring a Successful Semester

Act quickly.

Do not wait until the last minute to secure your devices or connectivity plans. Options run out, and vendors and suppliers also face restrictions and limitations. Act quickly and take steps early.

Understand Challenges with Technology

Although 98% or so of higher education schools in America have internet access, **over two million students still do not have access** to the Federal Communication Commission's baseline internet connectivity standard of 100kbps. Furthermore, 25% of low-income students do not have access to a home computer, much less access to the internet. According to Pew Research, about 60% of students use the internet in conjunction with home assignments or for school projects, and with so many students without high-speed internet or computer access at home, this can widen the gap between those who have access and those who do not. This is especially true with more and more learning occurring online, that too using resources and materials designed for online delivery and consumption.

This challenge can only be overcome with a needs-based assessment to determine who does and does not have internet access at home and making distance-learning decisions based on that data. Studies have shown that rural and socio-economically disadvantaged students are less likely to have high-speed internet at home, and many don't even have a computer, but higher education leaders can only address these issues if they know the size and scope of the problem.

A good start would be to send a simple questionnaire that asks the following:

- **Does your home have internet access?**
- **What kinds of devices do you have at home?** Not all devices are equal, and some studies have found that smartphone internet access is not the same as laptop or desktop access, and handheld devices tend to lead to more distraction.
- **What kinds of resources do you feel you need when it comes to understanding and completing course assignments and projects?**



Ensuring a Successful Semester

Offer Training to Students and Teachers

The pace and cost of change can make it difficult for even the most enthusiastic schools to deploy and run new IT systems effectively. Furthermore, school IT infrastructure can be expensive, it is not always clear what works and what does not, and limited budgets can make it difficult to spend on tools and technologies that are perceived to be high-yield in terms of learning and student outcomes.

However, even when new tools and technologies are available, a lack of training means educators might not know how to use certain tools or solutions, how to assess and monitor performance, and when and how to integrate specific solutions or workflows within the context of the existing curriculum, which brings us to our next challenge of alignment between course material and instructional modes.

Align Technology, On-Campus Curriculums, and Modes of Instruction

There are many teaching and learning resources available to educators, but some require specific types of hardware or software, some may only work with high-speed internet, and some may require specific student-to-computer or student-to-professor ratios to work. Educators should not make the mistake of assuming that new tools and technologies designed for, say, virtual use can be used with the same material and modes of instruction used in a class setting. An understanding of what to use, where, and how is critical to the success of any IT implementation.



Kajeet Higher Education Solutions

As we are all fully aware, the global COVID pandemic has had a profound impact on the education landscape. And while colleges and universities worldwide were forced to make sweeping changes quickly last spring, the time has now come to establish more long-term solutions.

While plans vary widely for institutions across the country, it is certain that online and hybrid learning are going to be a regular part of college life for the foreseeable future – even for traditionally campus-based institutions.

What does this mean for the estimated 15% of college students without adequate Internet access at home?

For these students, this “Digital Divide” will continue to widen, causing them to fall behind their classmates and struggle to participate in their online classes.

It is clear that this shift to virtual instruction, while necessary in the present moment, exacerbates the existing issue of Internet access – overwhelmingly among students in low-income households and rural communities. Technology, engagement, and equitable access will be more important to address than ever before.

Kajeet’s Distance Learning Bundles, which were unveiled in response to the COVID-19 pandemic, combine Internet connectivity with a WiFi hotspot or an LTE-enabled Chromebook to keep your students connected and engaged.

Every Kajeet device comes fully kitted and ready for student use, and is equipped with our Sentinel® dashboard to allow administrators to manage data usage and site accessibility. In addition, our solutions run on all major wireless carriers, guaranteeing you the strongest high-speed connection possible in any area of the country.

Contact Kajeet to learn more about our connectivity solutions.

Together, we can ensure every student has the connectivity needed to keep higher education moving forward – whatever the future will look like.