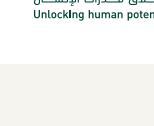


Getting personal: The future of education post covid-19



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Rapid change in how societies deliver education is unusual, but we live in unusual times. Schools on both sides of the Atlantic underwent unprecedented upheaval during the Covid-19 pandemic, which sparked wider questions about what teaching should look like. There was rapid expansion in home-schooling and increased political tension over curricula, but perhaps most significant was renewed interest in personalised learning – in particular the way technology can help deliver a personalised learning experience more effectively and efficiently.

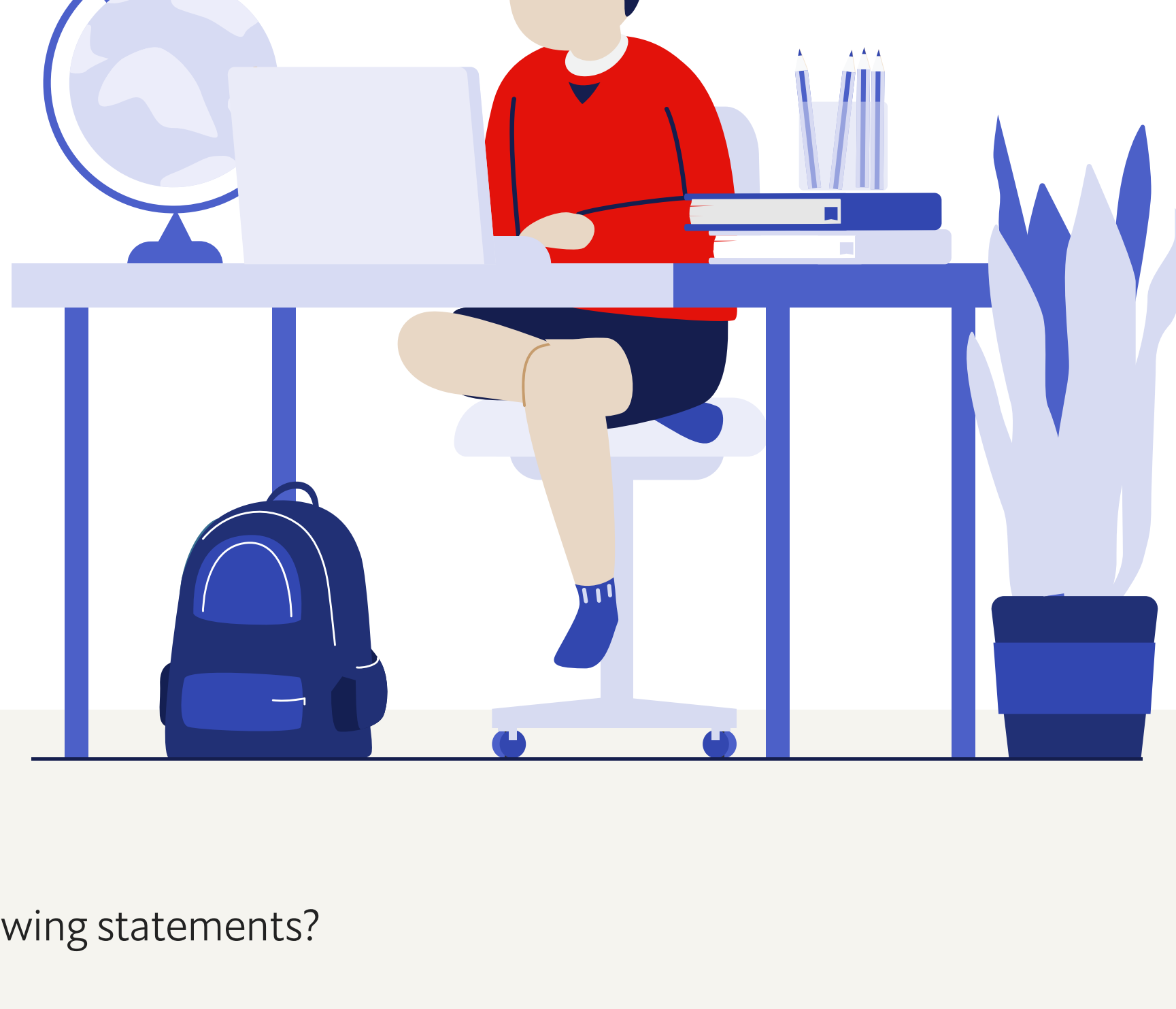
A new study by Economist Impact, sponsored by Qatar Foundation, compares educator and education technology (ed-tech) executive attitudes towards personalised learning in the wake of Covid-19. We find that educators are overwhelmingly positive about the potential value of personalised learning, and investment and implementation is set to increase. However, to ensure it can reach its full potential, there needs to be further work to develop new forms of performance metrics, ensure collaboration between classrooms and tech firms, and secure buy-in from students and parents.

Key findings

1

Covid-19 accelerated adoption of personalised learning

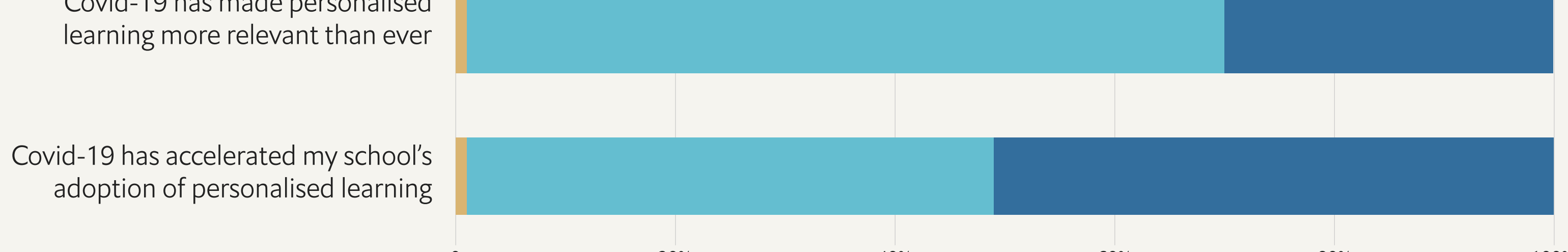
The pandemic forced schools to adopt student-led and internet-based remote learning, both of which are key elements in personalised learning approaches. While it's not clear whether these changes amounted to a personalised pedagogy, they at least demonstrated technology's ability to facilitate substantial change.



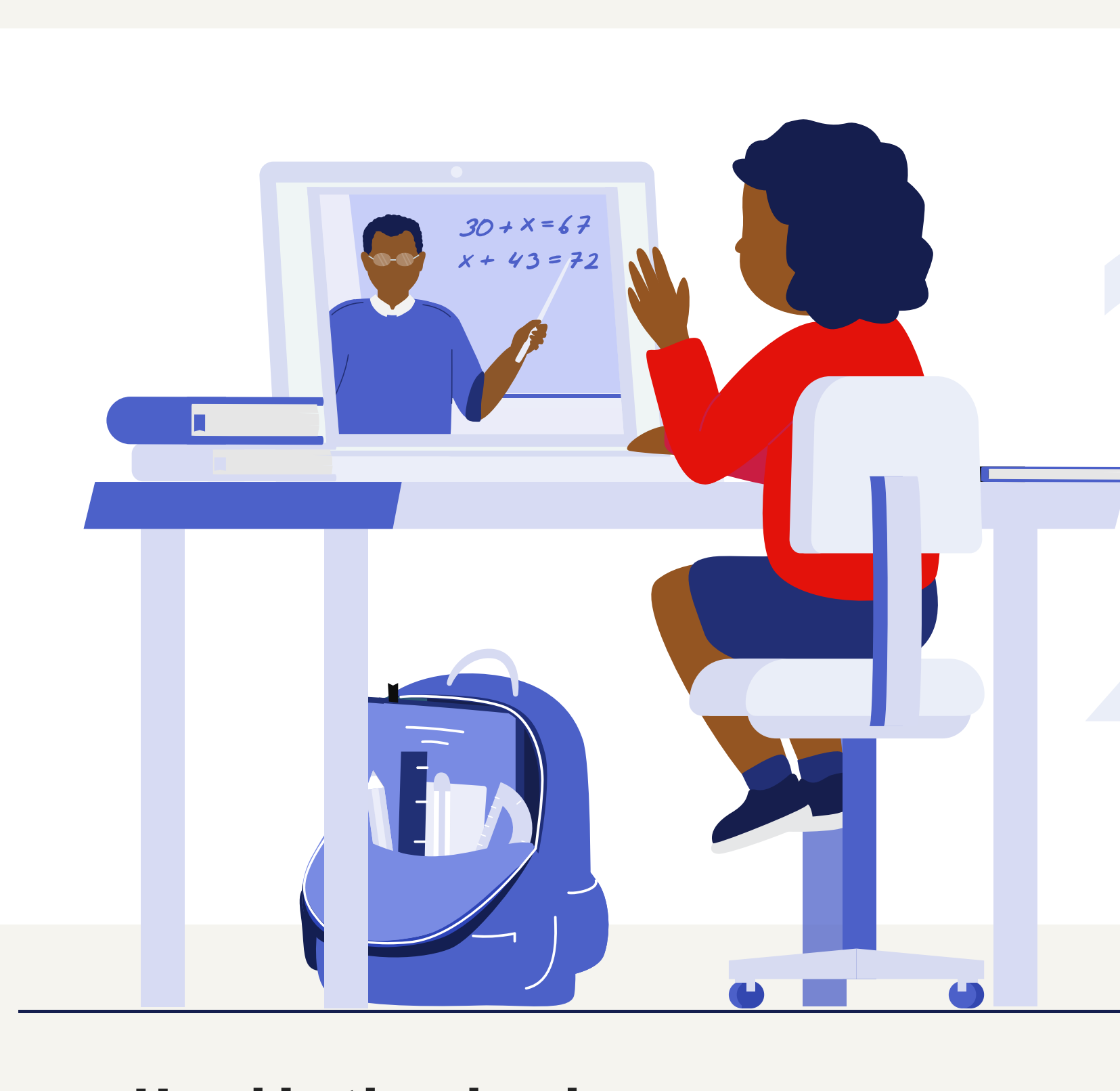
The first wave

To what extent do you agree or disagree with the following statements?

■ Somewhat disagree ■ Somewhat agree ■ Strongly agree



Source: Economist Impact Survey, Educators



2

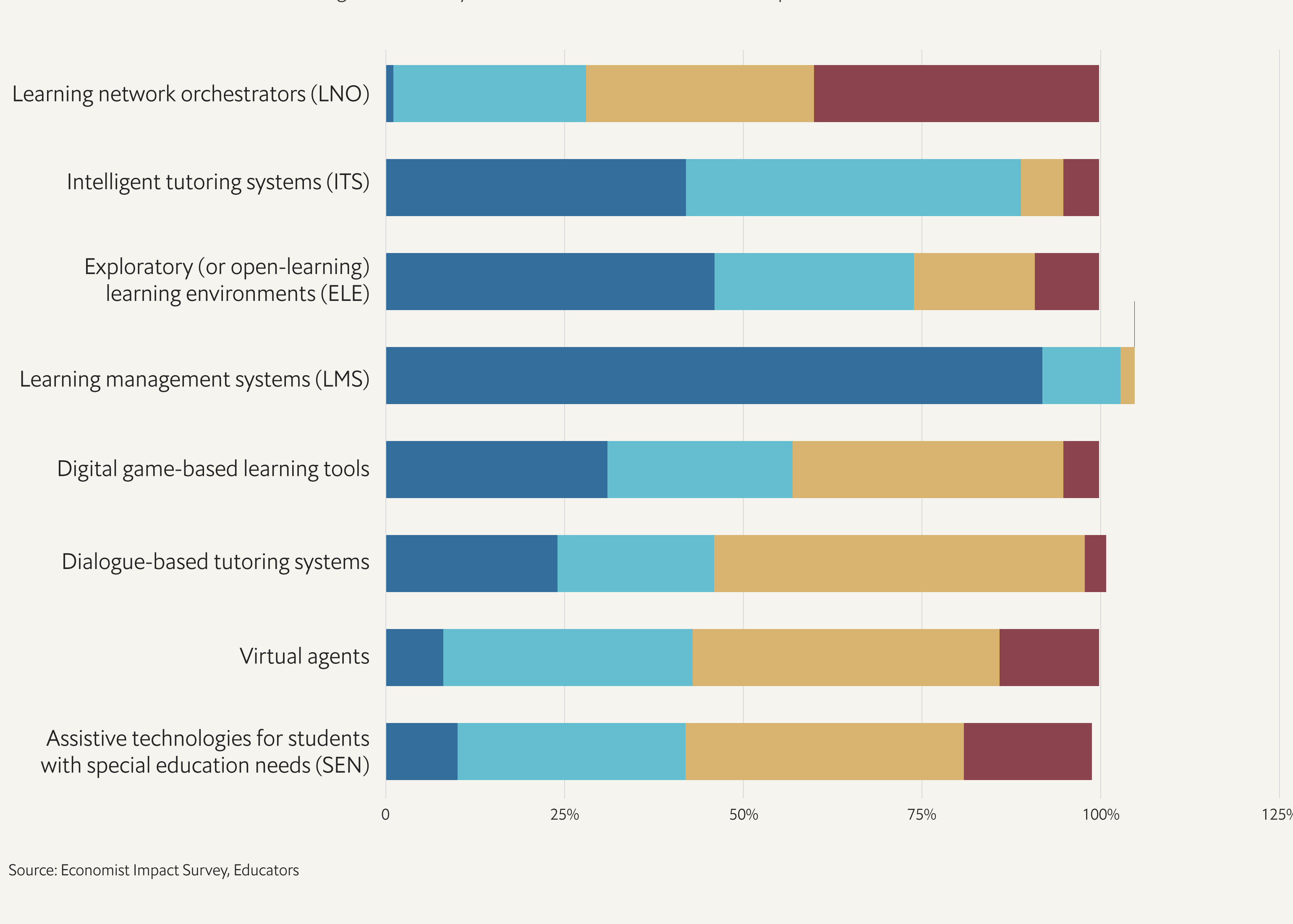
The technology being used primarily supports teacher-led personalised learning

Technology is a vital tool for delivering personalised learning, and the specific software used matters.

Head in the cloud

Which education technologies is your school currently or planning on employing?

■ Currently using ■ Planning to increase use or start using in the next 2 years ■ Not currently using and have no plans to use ■ Not sure/ Not applicable

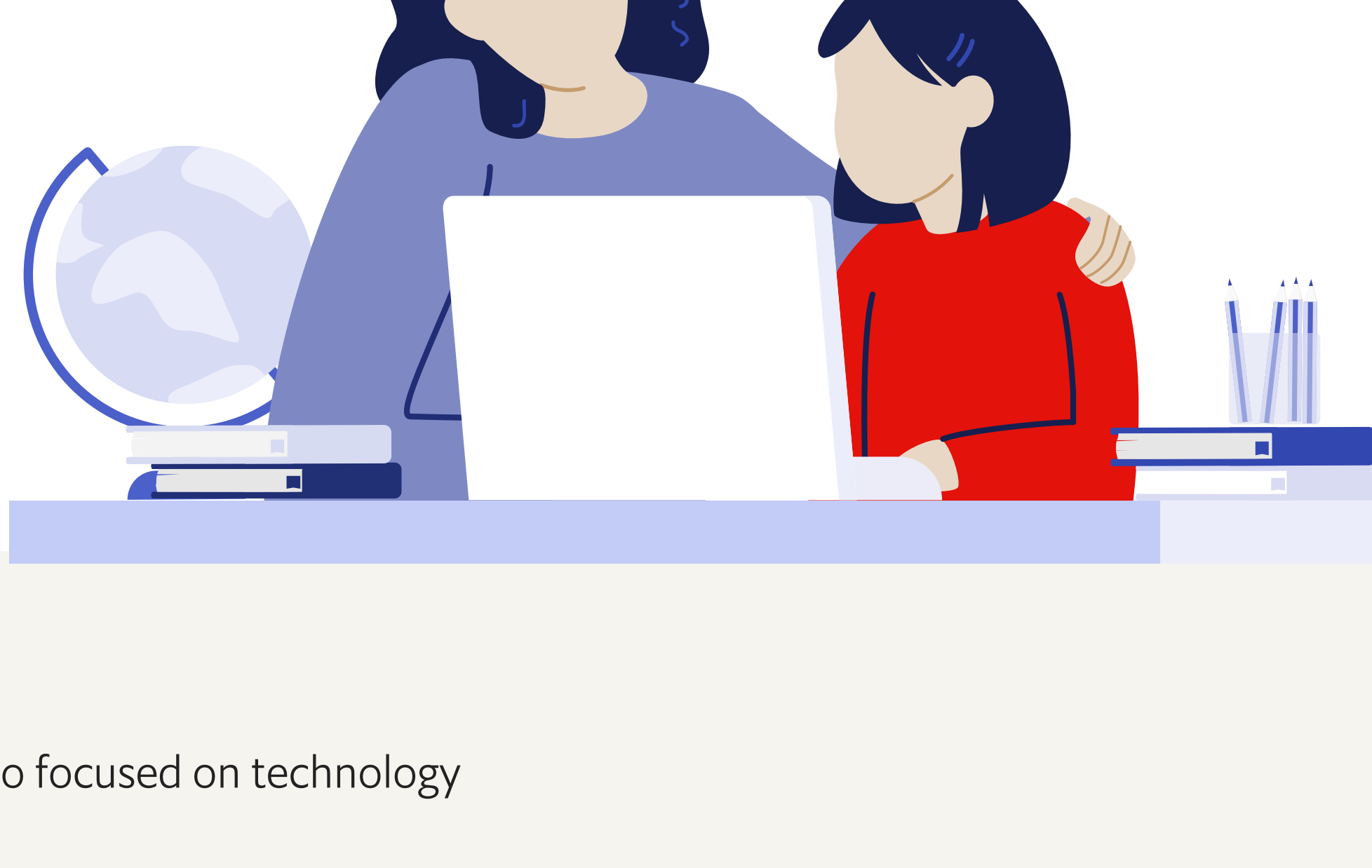


Source: Economist Impact Survey, Educators

3

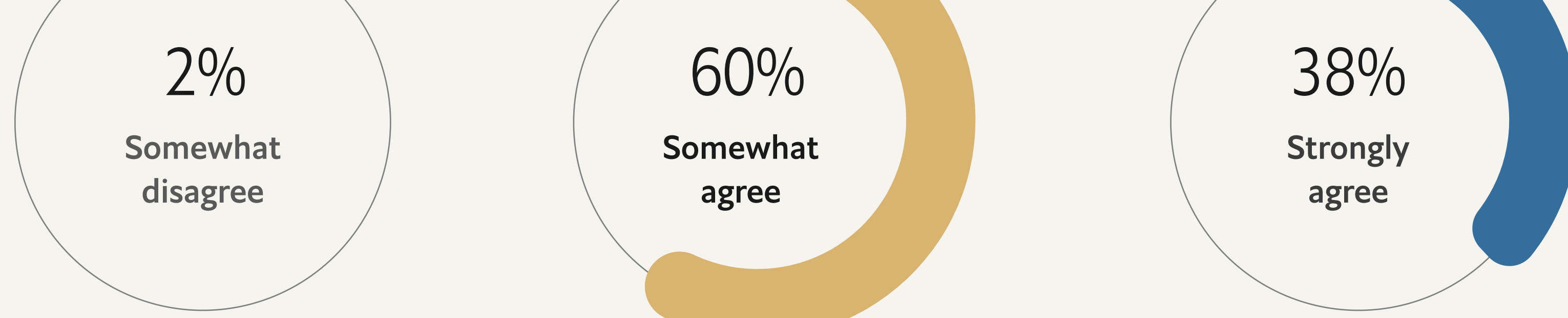
Although technology is a key tool for delivery, it is not enough on its own

Technology is most valuable where it provides teachers with insights about their students and enhances interaction between the two. Technology adoption does not change culture or teaching approach – instead the culture changes the kind of technology adopted.



Tech-crazed?

Remote learning during Covid-19 has made us too focused on technology



Source: Economist Impact Survey, Educators



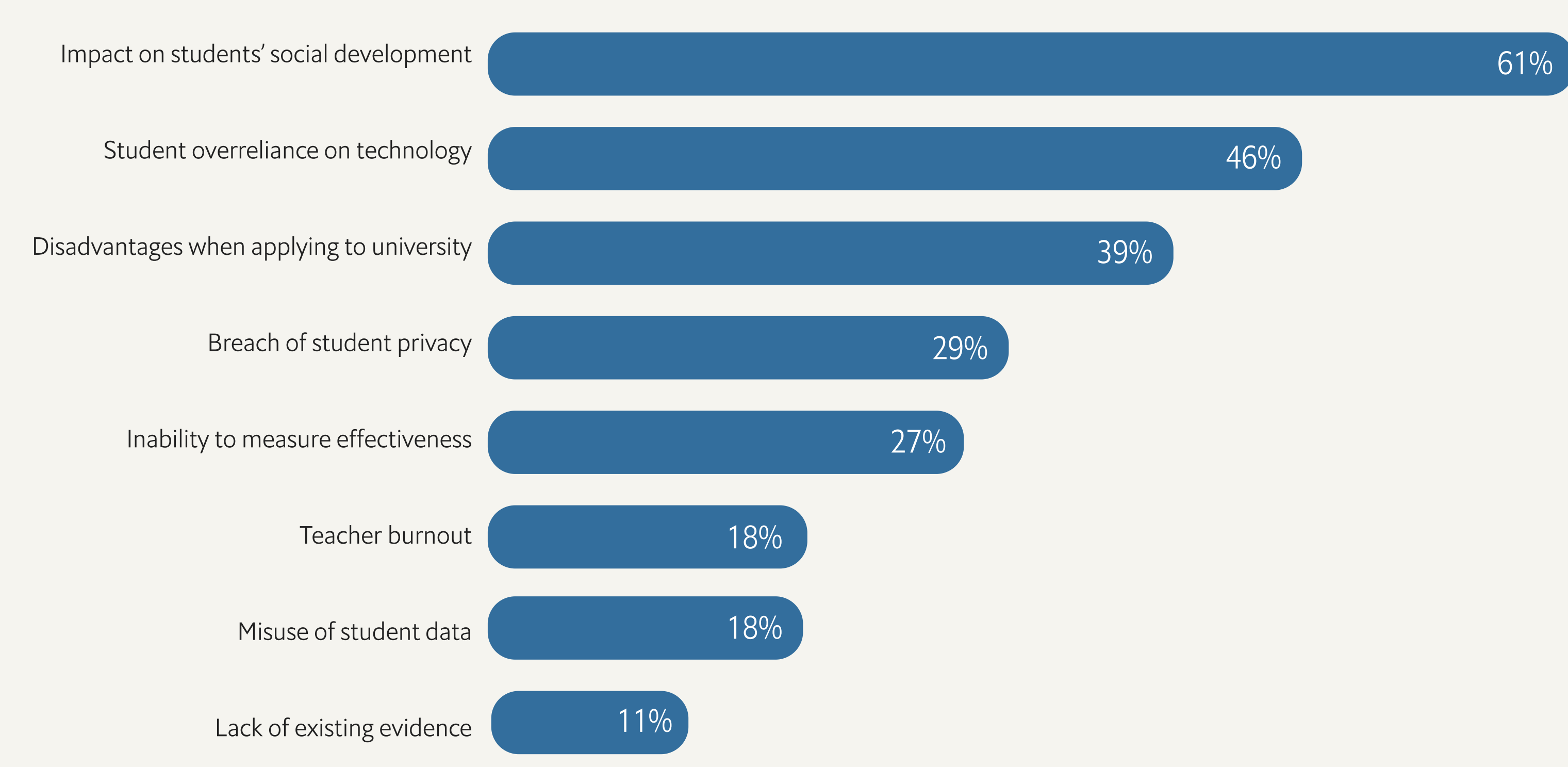
4

Data on effectiveness is severely lacking

A lack of agreement on the definition of personalised learning makes it difficult to assess overall effectiveness. However, advocates argue that personalised learning inculcates '21st century skills', such as encouraging collaboration and problem solving, which are rarely formally measured by school systems.

The risks of getting personal

What are the biggest risks with PL?



Source: Economist Impact Survey, Educators

5

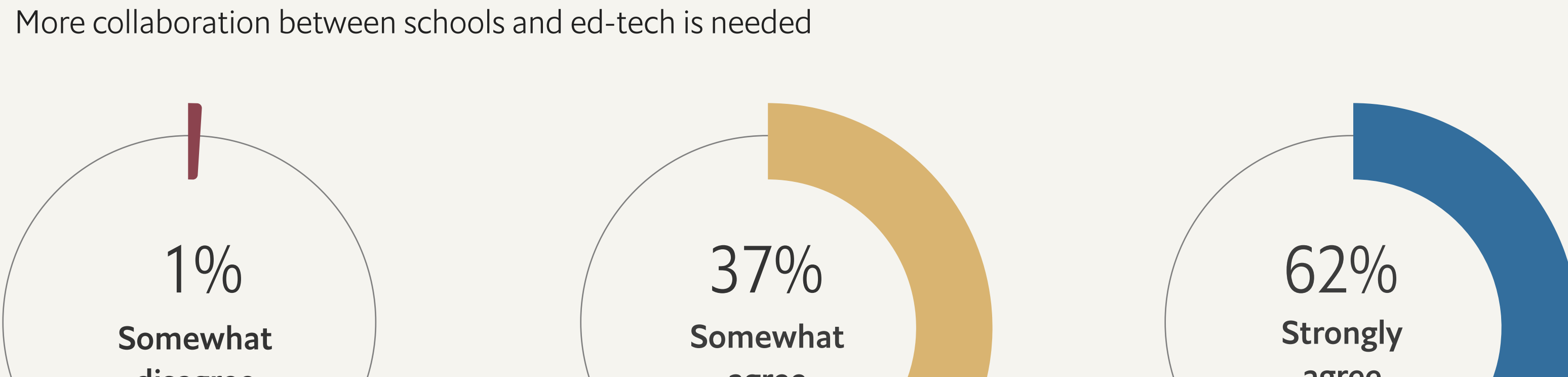
Greater cooperation between Ed-tech firms and schools is needed to develop more effective products

Greater collaboration will benefit both parties, and help Ed-tech companies design products that are tailored to teachers' needs.

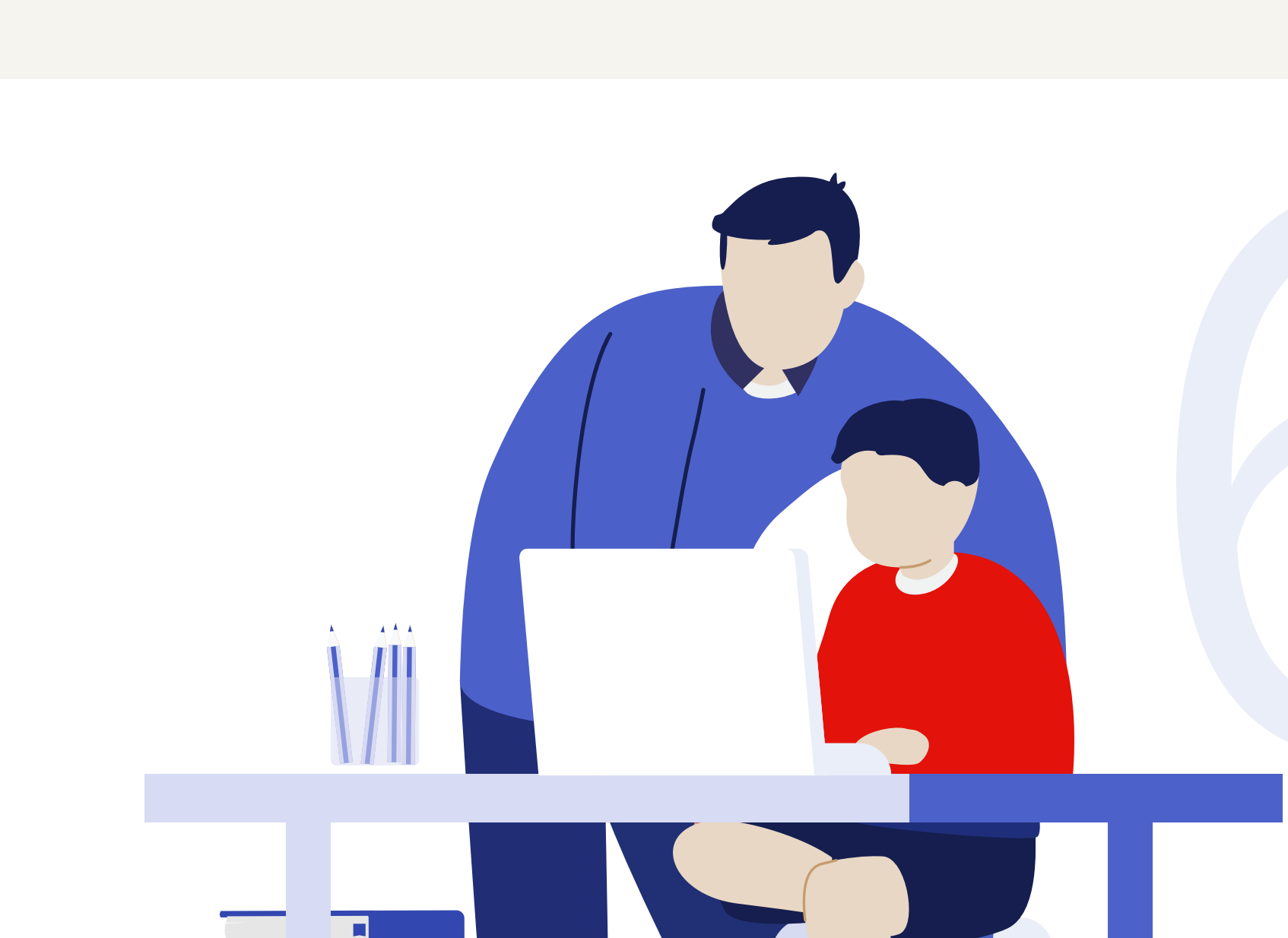


Collaboration is key

More collaboration between schools and ed-tech is needed



Source: Economist Impact Survey, Educators



6

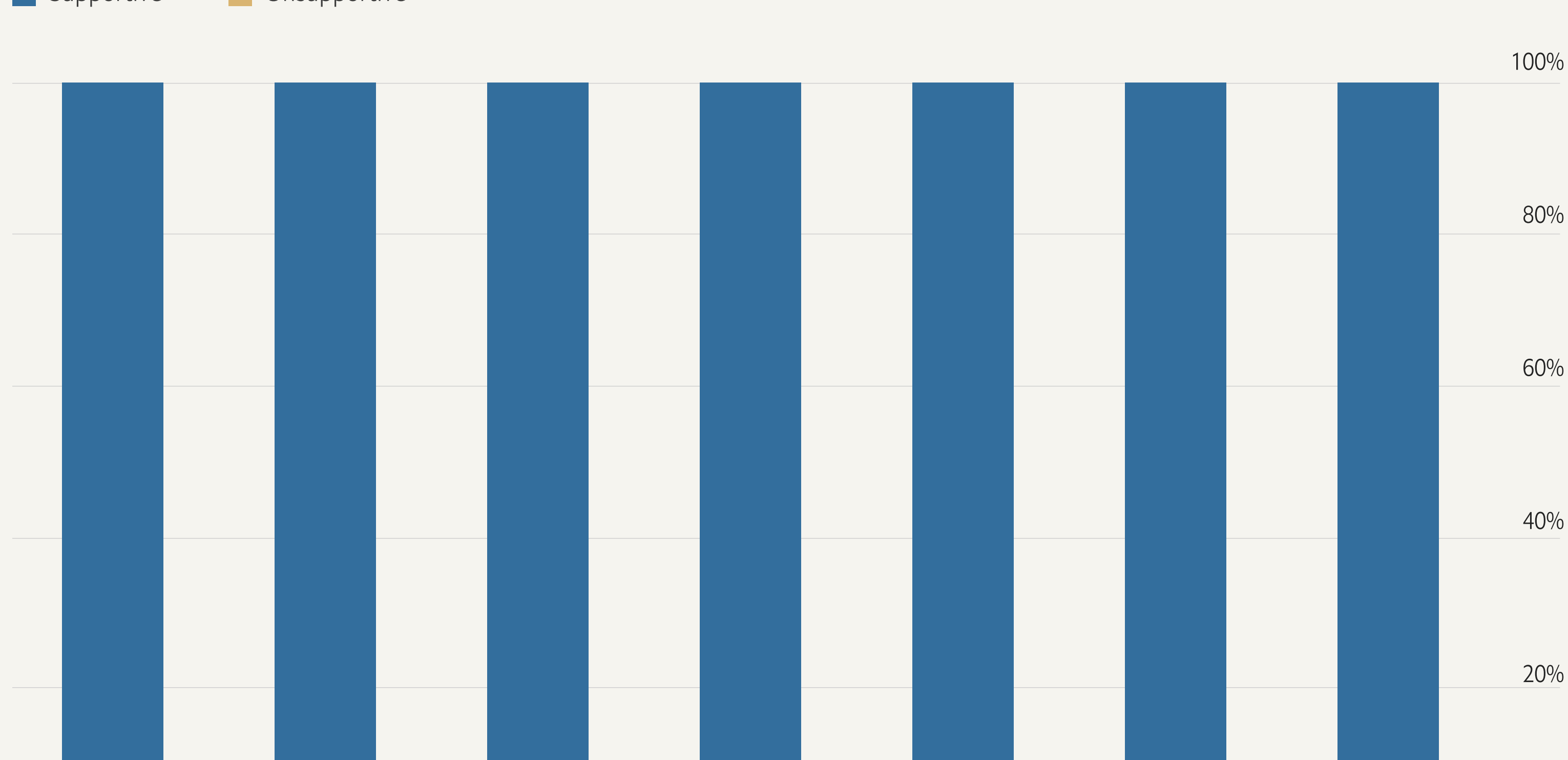
Students and parents are less convinced than teachers of the benefits of personalised learning

Personalised learning represents a major change from what students are used to, and the way parents themselves were taught in school. Any successful personalised learning programme must convince these groups of its value.

Tech support

How supportive have the following groups been of PL practices in the classroom?

■ Supportive ■ Unsupportive



Source: Economist Impact Survey, Educators

1 The study draws on two surveys, one of educators and another of ed-tech executives in the US and UK – as well as in-depth interviews with eleven experts.