Appendix C:
How may technology affect interactions among students, teachers, and content?

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Our review of the evidence indicates that technology may accelerate student learning only when it affects the interactions among students, content, and teachers in meaningful ways, such as when it is used to scale up access to quality content, facilitate differentiated instruction, increase opportunities for practice, or increase student engagement. In this Appendix, to provide more practical information, we highlight some questions for decisionmakers to ask before investing in education technology.

When considering investing in deploying devices to classrooms:

- *Will the device(s) supplant an analog version while teacher practices and student engagement with the material remain unchanged?*

- *Are teachers familiar with the device(s) and its potential comparative advantages for teaching and learning?*

- *Are teacher training and professional development programs in place to help teachers play to the device(s)' comparative advantages for teaching and learning?*

- *How will you know if the device(s) are successful in accelerating teaching and learning? (i.e., do you have clear objectives and metrics to measure progress?)*

When considering investing in new platforms/ software programs:

- *Is the platform/software program intuitive to use and engaging (for both teachers and students)?*

- *Does the platform/software program's contents align with the education system's curricular goals?*

- *Does the platform/software program's contents offer new and varied tools for students to engage with content (e.g., practice exercises, videos, and games)?*

- *Does the platform/software program have the built-in capacity to adjust contents based on students' input (i.e., can it provide personalized learning opportunities)?*

- *How will you know if the platform/software program(s) is(are) successful in accelerating teaching and learning? (i.e., do you have clear objectives and metrics to measure progress?)*