INTERNATIONAL SCHOOLS DEMAND INNOVATIVE DIGITAL LEARNING RESOURCES

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The first ever in-depth study into the use and demand for digital learning resources at international schools has been conducted by IERP (the International Education Research Panel), a research collaboration between ISC Research and C3 Education. It suggests innovative approaches to teaching and learning are being used and more innovation is in demand.

The study attracted responses from 836 international schools; 9.7% of all K-12 English-medium international schools around the world. A minimum of 8% of international schools from each region of the world responded, including a reliable cross-section of schools offering primary and/or secondary learning.

The 90-page report which includes regional analysis provides valuable insight for schools and education suppliers. Results highlight the subjects and learning areas where digital resources are in particular need, and the type of content in most demand. The report also identifies other requirements that many international schools have when it comes to digital learning, such as training and optimising integration within the classroom.

Digital learning in the classroom

Less than half of the international schools that responded to the research (41%) said they currently use digital resources to support personal learning, whether it's free or purchased. However, well over half of the schools (59%) said they felt digital resources supporting personalised learning could help them raise their standards and want to see more innovation.

Almost three-quarters of schools indicate using free resources for lesson planning and only 34% indicated paying for content for this purpose. More schools said they prefer to invest in practice and revision content, and in summative assessment, rather than sourcing free resources. Cross-curricular digital content is in high demand, as are Science and English subject learning resources. Also in demand are digital applications that offer simulations and animations to support learning. Many schools (77%) are using digital content and applications as teacher-led tools via interactive whiteboards and projectors.

In which areas do you currently have most need for digital content and applications?

- Lesson planning 29%
- Homework 11%
- Practice / revision 30%
- None of these 2%
- Lesson delivery 60%
- Summative assessment 15%
- Personalised learning 47%
- Formative assessment 29%

Key Fact: Even though half of international schools already pay for lesson delivery resources, many require additional provision, while there is also significant demand for digital content and applications that support personalised learning.

International IERP

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There is also a bias towards using content with pupils via desktop and laptop PCs. 34% of the schools that responded said their pupils use tablets.

Almost 60% of schools surveyed said they would definitely or probably be sourcing and purchasing new digital content or applications in 2017.

Technology challenges

Internet accessibility remains a challenge for some international schools. 19% said they still do not have suitable internet links with more than 30% saying they have concern regarding their internet provision. The regions where this is most a challenge are Africa (where only 67% of international schools have suitable internet access, and South East Asia (where only 65% of schools have the access they need).

However, the lack of internet is not the biggest challenge limiting new or expanded use of digital content amongst international schools. According to the IERP research, it is the lack of time to integrate solutions into lessons, combined with a lack of suitable training that are the biggest issues. 33% of international schools said there is insufficient training to optimise their use of digital content.

This identifies some excellent opportunities for edtech suppliers and service providers. The research highlights significant need, desire and investment

potential by many international schools. However, in some areas schools believe there is a distinct lack of good quality, relevant resources that are intuitive enough for busy teachers to use or incorporate into children's learning, and also there is insufficient training and support.

Investment during 2017

In separate research of international school senior leaders, with results published in A Review of Edtech in International Schools, IERP identified a number of areas where investment is likely to take place during 2017. 34% of respondents said they will definitely be making significant investments in edtech over the next year and another 34% said they probably will do so. The results suggest that this investment will most likely be in resources supporting personalised learning and the training of teachers in their use of edtech.

Both of the reports are now available from ISC Research. For more details contact:
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