



a vision for K-20 education



# 2013 Results from the SIIA Vision K-20 Survey

EXECUTIVE SUMMARY

**June 2013**  
**Software & Information Industry Association**



Data analysis and final report provided by MMS Education



## ABOUT SIIA AND THE EDUCATION DIVISION

The Software & Information Industry Association (SIIA) is the principal trade association for the software and digital content industry. SIIA provides global services in government relations, business development, corporate education, and intellectual property protection to more than 500 leading software and information companies.

SIIA's Education Division serves and represents more than 180 member companies that provide software, digital content, and other technologies that address educational needs. The Division shapes and supports the industry by providing leadership, advocacy, business development opportunities, and critical market information. SIIA's Education Division provides a neutral business forum for its members to understand business models, technological advancements, market trends, and best practices. With the leadership of the Division Board and collaborative efforts with educators and other stakeholders, the Division undertakes initiatives to enhance educational technology and the success of SIIA members.

For more information, see: [www.sii.net/education/](http://www.sii.net/education/).

## ABOUT THE VISION K-20 CONTRIBUTORS

The SIIA Vision K-20 initiative has many contributors who have supported the project since its inception.

We would like to thank the following Education Division Committees and members for their contributions to the development of the initiative:

SIIA Education Division Board of Directors  
SIIA Education Division Working Group on the Vision K-20 initiative  
SIIA Education Division Marketing Committee  
CollinsConsults  
The Winter Group  
Paula Maylahn Consulting

We also appreciate the work of the SIIA staff: Karen Billings, Lindsay Harman, Dan Gonzalez, Liz Martin, Sarah Carnes, Jonathan Magin, Liderby Portorreal, and Mark Schneiderman.

We also thank MMS Education and consultant Karin Pavlovic for their data analysis and production of the final report. Their work on the Vision K-20 survey and their analysis of the results made a huge contribution to the initiative and we appreciate their work in developing the beta survey for 2014. [www.mmseducation.com](http://www.mmseducation.com)

We also appreciate the work of all our member companies (listed in the addendum), educators, representatives of the technology industry, and the education community for contributing to the initiative.

Please contact the SIIA Education Division if you have suggestions for or comments about this document. Email: [education@sii.net](mailto:education@sii.net)

## Executive Summary

### INTRODUCTION

The Vision K-20 Survey is an annual online self-assessment hosted on SIIA's Vision K-20 website for educators and educational leaders in K-12 classrooms, schools, and districts and postsecondary courses, departments, and campuses. It consists of 20 benchmark statements indicating progress toward the SIIA Vision K-20. The SIIA Vision K-20 Initiative promotes the best uses of technology to ensure that all U.S. students have access to an environment capable of preparing them to compete globally and lead the world in innovation.

The 2013 Vision K-20 report analyzes the results of nearly 1,500 surveys completed by educators representing all levels of K-20 education. The data collected from these educators has shown the ideal level of technology integration to be significantly higher than actual levels, which remain relatively static. The results of this year's survey do not show a significant increase or decrease in the overall goal of reaching the Vision.

The 2013 version of the Vision K-20 survey asked new questions about Bring Your Own Device (BYOD) implementation in schools. The survey captured this new trend to see how teachers are adapting to new technology options.

### DEMOGRAPHICS

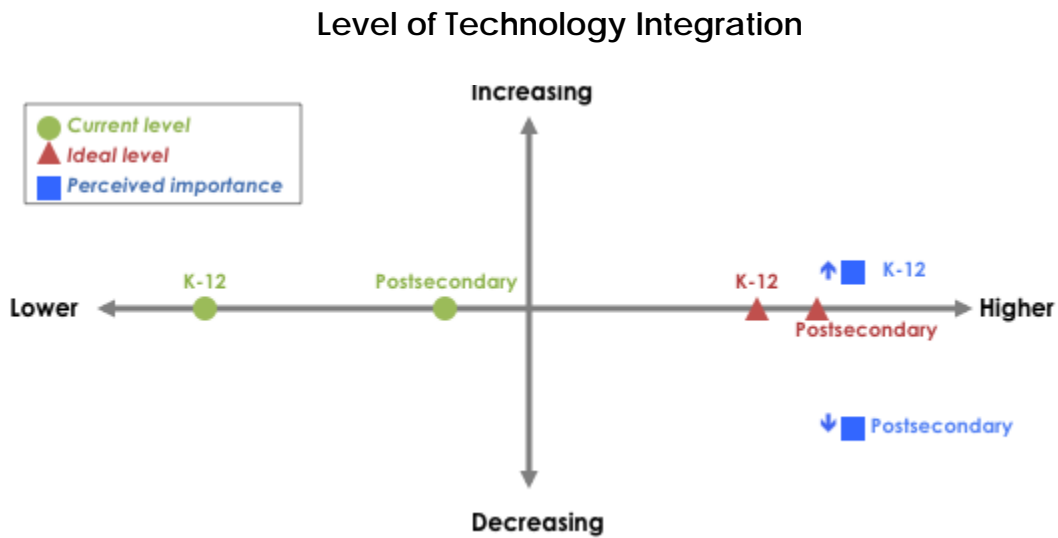
The demographics of the participants in the 2013 survey are very similar to previous years. In 2013, participants are more frequently female, particularly in the K-12 segment; a majority have more than 15 years of experience, and the median age was 53 years. Close to half describe their role as "Professor/Instructor/Teacher." The chart below shows the distribution of the responders from the last three years across the various segments of K-20 education.

	n=	2011 464	2012 1635	2013 1457
<b>K-12</b>		<b>90%</b>	<b>67%</b>	<b>75%</b>
Elementary		34%	24%	22%
Secondary		25%	18%	25%
K-12 District		31%	26%	28%
<b>Postsecondary</b>		<b>10%</b>	<b>33%</b>	<b>25%</b>
2-Year		3%	9%	9%
4-Year		7%	23%	16%

### OVERALL RESULTS

In general, scores for the levels of technology implementation are higher for participants from Postsecondary institutions than those from K-12 institutions, the largest variation observed in this study and consistent with past years. This difference is unsurprising, given the older age level of Postsecondary students and the propensity for schools to have and use technology at the

Postsecondary level. The qualitative graphic below shows the difference between current and ideal technology usage levels and demonstrates the general lag in the K-12 segment.<sup>1</sup>



The survey results indicate relatively few variations in benchmark means over the previous two years, with a small increase this year in bandwidth access for instructional uses and technology-based assessments. The chart below shows the statements that experienced the greatest changes in K-12:

#### Benchmarking Statements with Greatest Changes in Average Scores: K-12

Question Number	Question	Average Score Change 2013 : 2012
5	Access to adequate bandwidth enables instructional uses that include collaborative learning, video-based communication, and other multimedia-rich interactions	+ .11
15	Technology-based assessments measure a full range of 21st Century skills and knowledge	+ .08
4	Access to adequate bandwidth is available for robust communication, administrative, and instructional needs	- .10

Benchmarking statements with  $\geq .08$  differences in average score between 2012 and 2013 listed.

Interestingly, the greatest drop since 2012 is in bandwidth access for communication and other needs while the greatest increase occurs in access to adequate bandwidth to enable instructional uses for collaborative learning, video-based communications, and other multimedia-rich interactions.

<sup>1</sup> Qualitative graphic: The figure is not quantifiably valid, but is intended to reflect an overview of the findings garnered from the survey.

## SIIA Vision K-20 Survey Results, Executive Summary –2013

The Postsecondary benchmarks with the greatest changes in the past year are listed in the chart that follows. The benchmarking statements include few declines and increases this year. The scores for the benchmarking statements about technology resources for students have increased since last year's survey.

### Benchmarking Statements with Greatest Changes in Average Scores: Postsecondary

Question Number	Question	Average Score Change 2013 :: 2012
11	Electronic supplemental instructional resources and/or online tutoring are accessible to all students	+.10
19	Institution leaders use technology tools for planning, budgeting, and decision making	-.09
7	Ubiquitous, reliable access to resources and services is available through a multitude of mobile devices and through wireless/wifi access points	-.10
4	Access to adequate bandwidth available for robust communication, administrative, and instructional needs	-.17

Benchmarking statements with => .08 differences in average score between 2012 and 2013 listed.

#### BRING YOUR OWN DEVICE

For the first time, the 2013 survey asks about 'bring your own device' (BYOD) policies in the classroom. The responses varied by education level, with only 20% of the Elementary segment currently allowing devices in the classroom compared to close to half of the Secondary and K-12 District segments. However, this gap may narrow in the next five years if participant expectations are accurate.

A majority of K-12 and close to half of Postsecondary participants who report devices are allowed in the classroom also mention that their institutions currently restrict their use. At the K-12 level, restrictions on use can be expected to stay the norm in the near (five year) future. However, at the Postsecondary level, responses indicate two different paths for BYOD: people at institutions that currently allow devices but restrict their use anticipate restrictions are likely to continue in the future, while those who report BYOD with no current restrictions anticipate no restrictions in the future.

Among institutions that currently allow BYOD, more than three-quarters of K-12 educators report current restrictions on their use in the classroom. Among respondents at institutions which currently allow BYOD or expect their institution will allow BYOD within the next five years, a majority anticipate future restrictions on use, although a notable proportion in each segment say they 'don't know'.

Grade Level	Allow Mobile Devices in the Classroom <i>NOW</i>	% That Allow with Restrictions	% That Allow Without Restrictions/ Don't Know
Elementary	<b>20%</b>	<b>79%</b>	<b>21%</b>
Secondary	<b>48%</b>	<b>88%</b>	<b>12%</b>
K-12 District	<b>46%</b>	<b>80%</b>	<b>20%</b>
Postsecondary – 2 year	<b>83%</b>	<b>50%</b>	<b>50%</b>
Postsecondary – 4 year	<b>95%</b>	<b>40%</b>	<b>60%</b>

#### EXECUTIVE SUMMARY CONCLUSION

The survey indicates that educators in both K-12 and Postsecondary have a desire to integrate technology at a much higher level than the present, but need support and assistance to make that happen. As technology evolves and technology solutions expand, there may be new opportunities to reach ideal goals with more cost-effective and less hardware-dependent solutions.

The Postsecondary segment consistently outperforms the K-12 segment on current technology integration, a trend seen over the past three years. In addition, the gap between current and ideal technology integration scores is slightly lower for Postsecondary institutions, indicating the Postsecondary segment may have better technology integration overall. The survey results illustrate the differences among institutions serving students at various education and age levels: What might be highly appropriate for teaching college students might cause pedagogical (or at least social) problems when applied to elementary students. For example, online courses or digitally delivered content predictably target older students.

With minimal changes occurring year to year, what will it take to transform current levels of education technology to match educator ideals? The 2013 Vision K-20 Survey indicates that this transformation needs to accelerate. Education stakeholders face significant work to achieve the Vision K-20 goals and increase opportunities for all students to fulfill their promise through technology-supported education.