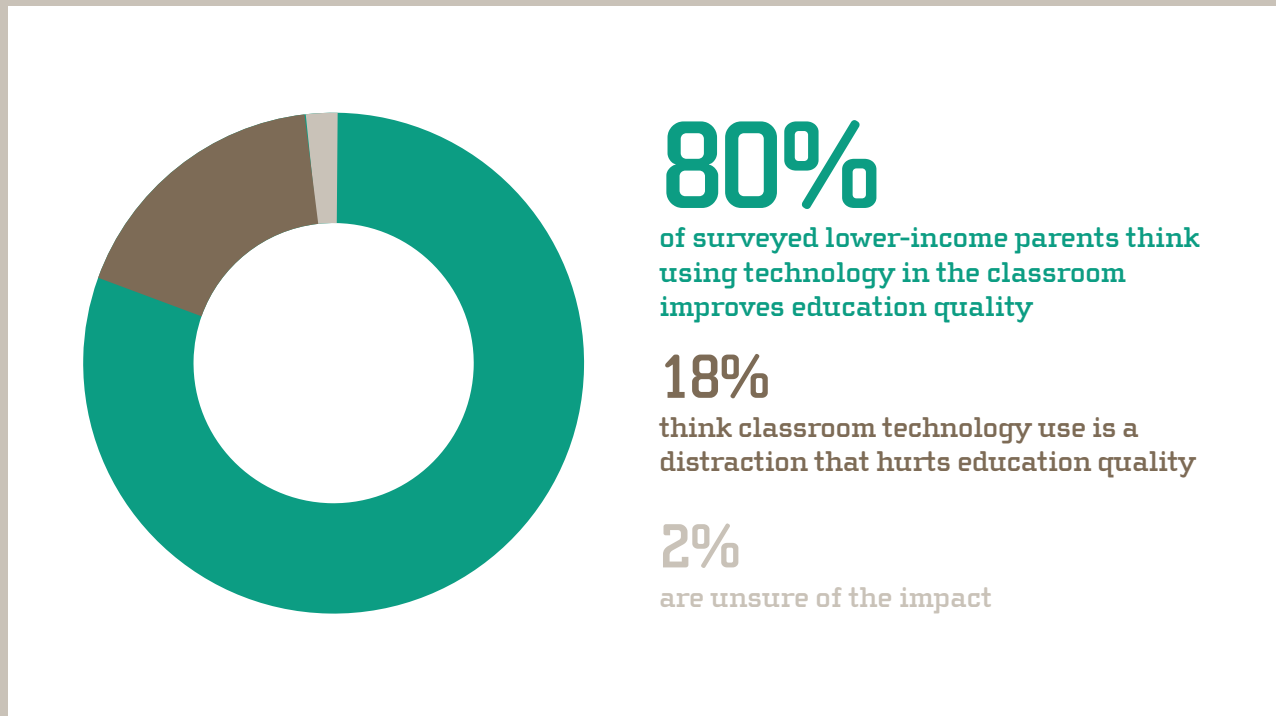# BRINGING TECHNOLOGY IN:
Lower-income parents respond to changes in classroom learning
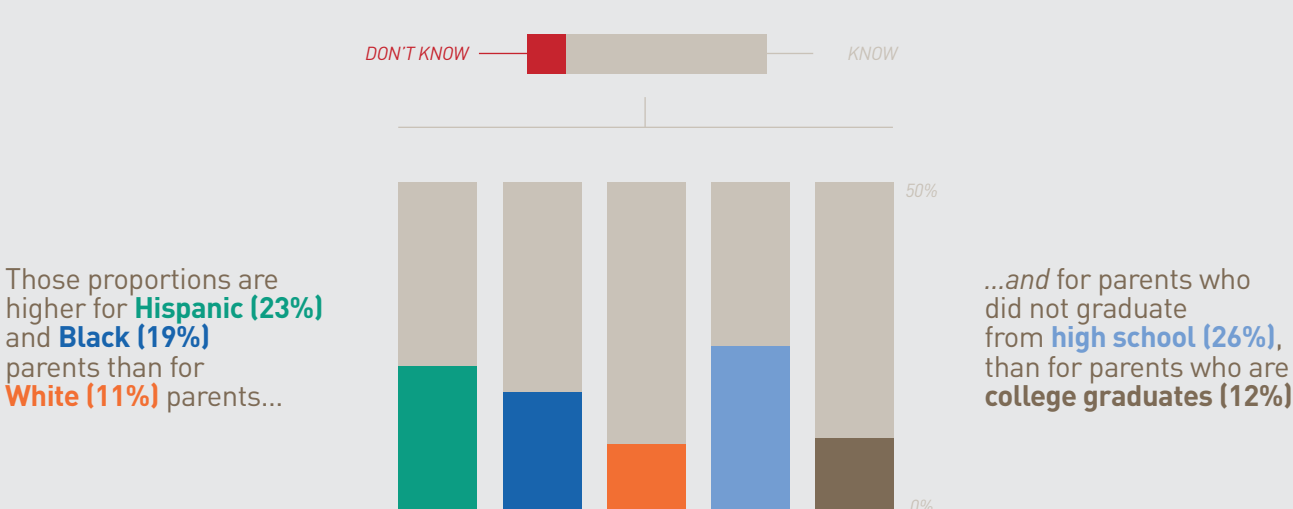
National, state, and district initiatives are encouraging educators to blend technology into their classrooms. Lower-income parents[1] generally see these changes to learning environments in a positive light:
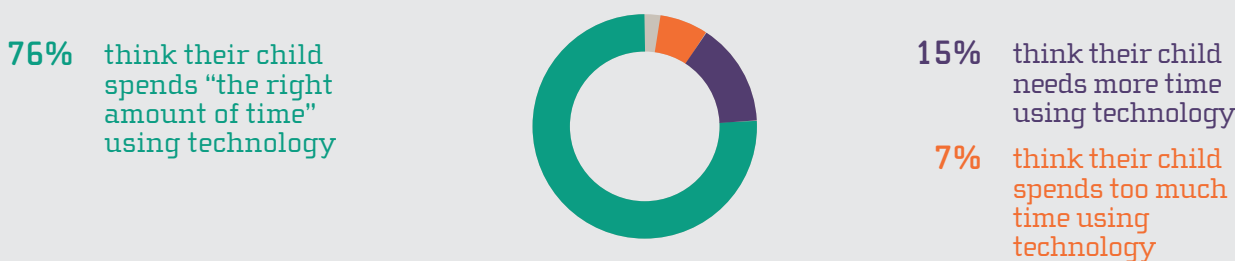
80%
of surveyed lower-income parents think using technology in the classroom improves education quality

18%
think classroom technology use is a distraction that hurts education quality

2%
are unsure of the impact

The majority of parents report that their children are using technology **frequently** at school

30% of parents say their child uses computers or tablets at school **every day**

37% say their child uses technology at school **a few times a week**

But, about **one in six (16%)** parents don't know how much time their child spends using computers or tablets in the classroom

DON'T KNOW

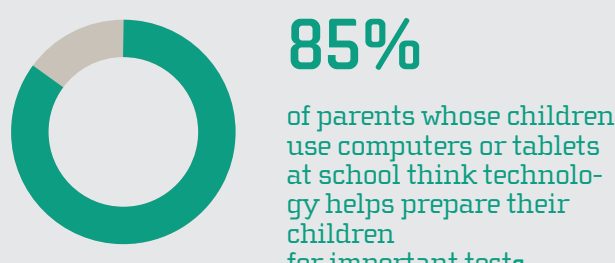Those proportions are higher for **Hispanic (23%)** and **Black (19%)** parents than for **White (11%)** parents...

...and for parents who did not graduate from **high school (26%)**, than for parents who are **college graduates (12%)**.

And **most are satisfied** with the amount of class time their children spend using technology

76% think their child spends "the right amount of time" using technology

15% think their child needs more time using technology

7% think their child spends too much time using technology
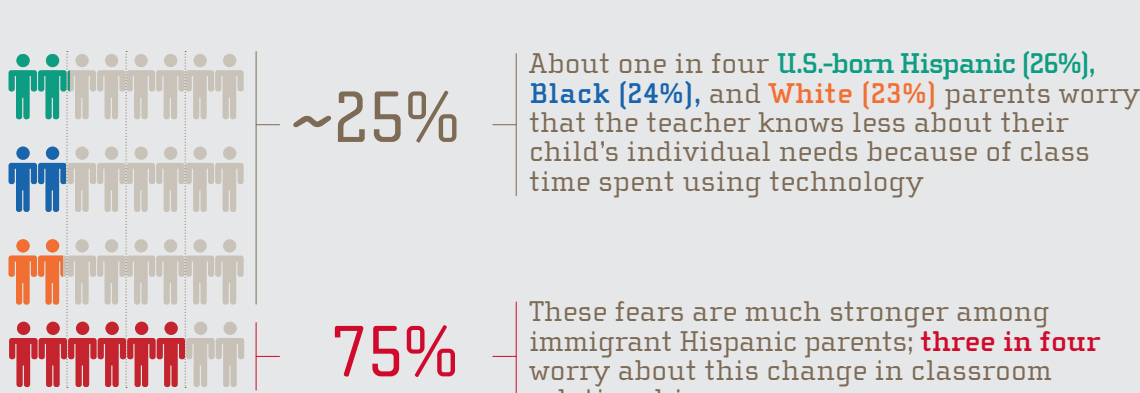
What can educators do to help?

DEVELOP CLEAR PLANS for involving parents in changes to classroom instruction, right from the start. Explain **how** technology will be integrated into their children's learning, and **why**.

ASK QUESTIONS to learn about and address parents' concerns about technology's impact on their child's classroom learning.

PROVIDE OPPORTUNITIES FOR PARENTS to learn how to use classroom technology themselves. This can reduce concerns and increase parents' capacities to support students at home.

ONGOING OUTREACH is especially important for parents who have historically been marginalized in U.S. schools, such as immigrants, racial/ethnic minorities, and parents with limited formal education.
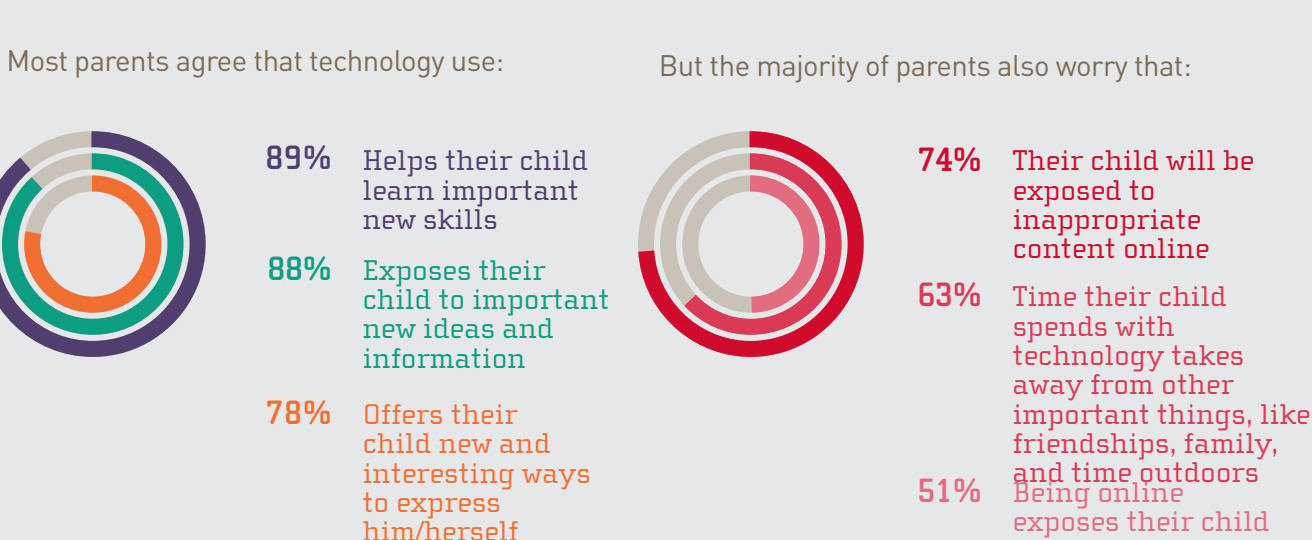
Parents see technology as **supporting** their children's classroom success...

85%
of parents whose children use computers or tablets at school think technology helps prepare their children for important tests

...but they also worry that classroom technology use hurts the quality of student-teacher relationships.

~25% About one in four **U.S.-born Hispanic (26%)**, **Black (24%)**, and **White (23%)** parents worry that the teacher knows less about their child's individual needs because of class time spent using technology

75% These fears are much stronger among immigrant Hispanic parents; **three in four** worry about this change in classroom relationships

Parents also see potential for both opportunity and risk in their children's technology use, in and out of school

Most parents agree that technology use:

89% Helps their child learn important new skills

88% Exposes their child to important new ideas and information

78% Offers their child new and interesting ways to express him/herself

But the majority of parents also worry that:

74% Their child will be exposed to inappropriate content online

63% Time their child spends with technology takes away from other important things, like friendships, family, and time outdoors

51% Being online exposes their child to bullying

What can educators do to help?

It is not a contradiction that parents see both opportunity and risk in their children's technology use

WORK TO MAXIMIZE OPPORTUNITY. Demonstrate to parents how classroom technology use exposes their children to new ideas and opportunities to develop skills. Provide parents with specific ideas for supporting and and extending that learning at home.

TAKE PARENTS' CONCERNS ABOUT TECHNOLOGY CHANGING STUDENT-TEACHER RELATIONSHIPS SERIOUSLY. Commit to showing parents how classroom technology use enhances teachers' capabilities to support and personalize students' learning.

SUPPORT PARENTS IN DISTINGUISHING ONLINE HARM FROM ONLINE RISK. Parents and teachers should be partners to ensure students are protected from harm, and to guide them in learning how to manage risks associated with taking advantage of digital opportunities.

Rutgers School of Communication and Information

BILL & MELINDA GATES foundation

FOUNDATION FOR CHILD DEVELOPMENT

the Joan Ganz Cooney Center