# Global views on educational technology during and after the pandemic

# Introduction:

The world faced the challenge of COVID-19 in 2020. There was disruption in the ‘normal’ way of being. Interventions such as social distancing impacted the education systems with more than 1.5 billion school students and youth affected. At one point of time nearly 90% of learners were unable to attend the school and there was widespread uncertainty on when effective schooling will resume. For many who were attending traditional school, learning remotely was the only option to continue their education journey. The nature of the emergency and state of education renewed impetus to rethinking and reimagining education systems, and understanding how the future of education should look like. Since role of technology has been critical in providing continuing support to the learners, it’s important to critically evaluate notions related to access, learner engagement; social and cognitive aspects of learning. Such a review cannot happen in isolation and requires participation and collaboration with the key stakeholder’s i.e the students, teachers and the parents. There is a need to understand the lived experiences of students, teachers and parents during the pandemic and reevaluate the role of educational technology in a post-COVID world. As part of the paper we present to you the key findings related to views expressed by the key stakeholders on the theme of role and impact of technology on education during the pandemic and in the future.

**Literature Review**

With the Covid-19 crises, education systems had to adapt quickly to remote learning. As a result of that many countries faced challenges in adapting to online teaching and learning. While the digital technology played a critical role in enabling students and teachers; access to device, stable internet connection and learning materials remained a huge challenge for many. School is not only a place for academic learning but also for ‘socialization, connecting with friends and peers, social and emotional support from teachers’(Larsen, Sand, and Tonje 2021), the sudden school closures not only impact learning but also comprised social and emotional wellbeing of the students. However, the pandemic has also thrown an opportunity to critically evaluate the role of technology in education and its implications for the future of learning. Recent literature has referred to remote teaching as ‘emergency elearning’ (Murphy [2020](https://www.tandfonline.com/doi/full/10.1080/02619768.2020.1821184?src=recsys), 492) and the challenges associated with digital infrastructure, lack of experience of teachers, availability of limited resources and information and environment at home (Zhang et al. [2020](https://www.tandfonline.com/doi/full/10.1080/02619768.2020.1821184?src=recsys)).

Even though educational technology has been gaining momentum in the past few years, the majority of the teachers, students and parents around the world were unprepared for the abrupt transition to completely remote education (Baloran 2020; Bhat et al. 2020; Cao et al. 2020; Mailizar et al. 2020). While unplanned school closures occurred occasionally in isolated regions of the world, such a prolonged worldwide school closure due to COVID was unseen in the recent past (Brooks et al. 2020). The experiences of remote schooling and use of educational technology are unique in different parts of the world with unique opportunities and challenges. The unforeseen changes to education during the pandemic has the potential to impact long term social, emotional and academic outcomes for students (Eaton and Turner 2020). Educators and teachers are anticipating the need for extra efforts in the coming school years to compensate for any learning gaps from remote education (Daniel 2020). On the other hand, viewing the scenario as a technological panacea, several teachers have innovatively adapted to remote teaching with much success (Fisher et al. 2021; Scott, 2020). While some effects on the education system may be temporary, some aspects of the teaching-learning process may be permanently altered due to this experience. The experiences of remote schooling and use of educational technology are unique in different parts of the world with unique opportunities and challenges. The unforeseen changes to education during the pandemic has the potential to impact long term social, emotional and academic outcomes for students (Eaton and Turner 2020). Educators and teachers are anticipating the need for extra efforts in the coming school years to compensate for any learning gaps from remote education (Daniel 2020). It is widely recognized most teachers have been trained in the traditional methods and lack relevant skills for remote teaching (Archambault and Crippen, n.d.) Thus impacting the overall learning experience of the students and face challenges in engaging the students. Even though several teachers have innovatively adapted to remote teaching with much success (Fisher et al. 2021; Scott, 2020) there is need to provide digital learning skills to teachers. While some effects on the education system may be temporary, some aspects of the teaching-learning process may be permanently altered due to this experience. There is a need to understand the lived experiences of students, teachers and parents during the pandemic and reevaluate the role of educational technology in a post-COVID world.

**Research Design**

The observations presented in this article are part of a larger project, ‘Virtual Roundtable Discussions in Education’, aimed at understanding the global state of education and hopes for the future through focus group discussions. Between August and November 2020, a series of focused group discussions with key stakeholders in education i.e students (between the ages of 12-18 years), school teachers and parents of school going children were conducted.To bring a global perspective to understand the state of education, it was imperative to reach a wide audience and elicit in-depth responses from the key stakeholders, i.e. students, parents, and teachers. The qualitative measures such as Focus Group Discussions helped in gaining an in-depth view of the various perspectives while the survey provided a wider global scale. Therefore, a mixed-methods approach was adopted to conduct the study. Under the larger theme of Reimagining education, questions related to use of technology during the pandemic were also asked by the researchers. The research team prepared a survey and a semi-structured discussion protocol that were iteratively improved through consultation with external experts. The data was collected through the FGDs (Focused Group Discussions) and Survey.

**Focus Group Discussions**

Focus Group Discussion lent itself to be the most suitable method to gain an in-depth understanding of stakeholder views and perspectives. Through an open call, potential participants were asked to submit a short write up that was evaluated by the project team, post which applicants were invited to participate in the virtual round tables. Even though enough attention was paid to ensure gender balance, geographical distribution and account for any other distortion in sample heterogeneity, last minute cancellations due to technical issues, no show, or other unforeseen circumstances led to an uneven distribution of groups across areas. Each discussion consisted of 3-7 participants from the same stakeholder group and lasted for about 1.5 - 2 hours. Facilitators adopted a semi-structured approach, allowing participants to bring up themes that were not necessarily a part of the questions, but were relevant to the discussion. Focus groups were transcribed by professionals who adhered to strict policies regarding confidentiality and anonymity.

**Survey**

To compensate for the small number of participants that could be accommodated in the round tables, a survey was conducted to solicit diverse voices from all over the world. The survey was administered with teachers, parents and youth. Along with demographic questions, it consisted of 5 objective and 7 subjective questions which were similar to the discussion protocol. To ensure adequate completion rate, the survey was first piloted to test for the duration of completion. Administered in English on Paperform, the survey was opened from October to November 2020 and disseminated through a social media campaign on UNESCO MGIEP’s social media pages as well as cross promoted by our partners.

In the current paper, we are presenting the views of the key stakeholders around use of educational technology during the pandemic and for the future were analyzed and presented here. To maintain the anonymity of the participants their names have been changed in this article.

**Sample Selection**

Participants were selected through an open call and were required to submit a short write up to participate in the discussion. Special attention was given to ensure gender balance and geographical distribution. The focus group discussions were conducted in the 5 UNESCO regions with 2 discussions in each region for each stakeholder group. Each discussion consisted of 3-7 participants from the same stakeholder group and lasted for about 1.5 - 2 hours. In total, 32 focus groups were conducted in five UNESCO regions with a total of 170 participants. 60% of the respondents were females while 40% were males. Description of the sample is as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| **Region** | **Number of participants**  **(Group)** | **Number of participants**  **(Total)** | **List of countries** |
| North America and Europe | Teachers: 11  Parents: 11  Students: 12 | 35 | Canada, France, Germany, Great Britain, Greece, Mexico, Netherlands, Ukraine, United States of America *(9 countries)* |
| Asia and the Pacific | teachers: 10  parents: 12  Students: 12 | 34 | Afghanistan, Australia, Bangladesh, Bhutan, India, Indonesia, Japan, Kyrgyzstan, Malaysia, Maldives, Philippines, South Korean, Sri Lanka (13 countries) |
| Africa | teachers: 8  parents: 14  Students: 12 | 34 | Botswana, Congo, Ethiopia, Ghana, Kenya, Liberia, Nigeria, South Africa, Tanzania, Uganda, Zambia, Zimbabwe (12 countries) |
| Latin America and Carribean | teachers: 10  parents: 12  Students: 12 | 34 | Argentina, Belize, Brazil, Chile, Columbia, Jamaica, Venezuela (8 countries) |
| Middle East | teachers: 9  parents: 12  Students:12 | 33 | Iran, Iraq, Saudi Arabia, Qatar, United Arab Emirates *(6 countries)* |
| **Total** |  | **170** | **48 countries** |

**Methodology**

To bring a global perspective to understand the state of education, it was imperative to reach a wide audience and elicit in-depth responses from the key stakeholders, i.e. students, parents, and teachers. The qualitative measures such as Focus Group Discussions helped in gaining an in-depth view of the various perspectives while the survey provided a wider global scale. Therefore, a mixed-methods approach was adopted to conduct the study. Under the larger theme of Reimagining education, questions related to use of technology during the pandemic were also asked by the researchers. The research team prepared a survey and a semi-structured discussion protocol that were iteratively improved through consultation with external experts. The data was collected through the FGDs (Focused Group Discussions) and Survey. The results presented in this paper are refer to the

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# Education During the Pandemic

During the focus group discussions, the researchers observed that the tone and attitude towards educational technology varied by region. While participants from some regions report instructional innovations, some describe the struggle to preserve the traditional classroom dynamics, and some others report a complete breakdown of the education system due to low technology access. The discussion and insights from the diverse group of participants ( is summarized to provide a region wise view of education during the pandemic.

# Africa

Teachers and parents provided context for the current state of educational technology by describing technology usage prior to the pandemic. In general, “before COVID19, people in Africa never took technology seriously” and most households did not even own a laptop (Omar, Zimbabwe). Children also reported very limited use of technology in educational settings prior to the pandemic.

Some students were not allowed to use “phones, laptops, any kind of gadgets” in school and “the only source of technology [they had was] the computer lab” which was generally very crowded (Joy, Uganda). Given this background, every teacher and parent from Africa commented on the large gaps in access to devices and internet across the continent. Even with several governmental initiatives to provide free online educational content, students especially from low income households faced several obstacles to access the materials. As a result, many students were educationally left behind during the COVID-19 pandemic.

Whenever possible, teachers had found innovative ways to teach, such as using popular social media platforms to disseminate educational content. While devices and the internet became a critical component of education during the pandemic, teachers warned against romanticizing the idea of technology in education. Several educators and parents were worried that completely online education would hinder important developmental elements such as play, gross motor skill development, and social-emotional relationships with teachers and peers. Moving forward, parents and teachers hoped that successful innovations in educational technology would be used “to supplement and augment learning and not to replace classroom connections” (Oluwakemi,

Nigeria).

After being exposed to online education during the pandemic, children were optimistic about the use of educational technology. Even though technology use could get “problematic” when they don’t understand how to use it, the pandemic had created a unique situation where “it was as if the teachers and learners were learning at the same time” (Amara, South Africa). Remote learning provided children with flexibility and independence to choose ‘what’ and ‘when’ to learn. While this flexibility was beneficial for subjects like science, students felt a lot is lost without discussions in language and humanities classes. In general, they hoped for more creative technology integration into their classrooms in the future.

# Asia and the Pacific

There were large variations in technology access and use within the Asia and Pacific region before and during the pandemic. While two students from India described the use of smart classrooms, students from Bangladesh and Kyrgyzstan described occasional use of educational technology, and a student from Afghanistan described a lack of adequate digital devices at school. Additionally, an educator from Maldives described government initiatives to provide devices to all students. Existence of vast populations without adequate technology access was a well acknowledged problem in several countries.

Based on the remote education during the pandemic, about half of the parents and teachers were excited by the possibility of educational innovation through technology. A teacher from Bangladesh described the next phase of pedagogy as “*Connectivism*” where the teachers’ role is no longer to disseminate knowledge, but merely to direct students towards the right digital resources. Similarly, a teacher from Sri Lanka and parents from India and Australia noted that technology can help students to flexibly access various academic content from different sources, and in different languages. Some students hoped that the remote education during the pandemic would lead to more eco-friendly approaches to education by switching from physical to digital resources.

Several parents were disappointed with their government mandates for remote education with no guidelines for safe use of technology. Teachers were concerned that remote learning could not adequately address the development of 21st century skills such as collaboration, teamwork, compassion, critical thinking, or problem solving unless teachers aided critical reflection after the use of technology. On the other hand, students reflected on their teachers’ unpreparedness to make such a drastic transition. Particularly, when students helped teachers navigate technology, they observed that the teachers’ “ego” was hurt due to the non-traditional power dynamic, which interrupted the teaching-learning process. Highlighting a deteriorating teacher-student relationship during the pandemic, students noted that “*teachers become too suspicious [and] didn’t trust their students anymore*” and described the measures against potential cheating as unreasonable and “*very irritating*” (Shrika, India).

# Latin America and Caribbean

Acknowledging the challenges in new way of learning, students brought up the issue of access to technology. While it was great to remain connected with their peers and continue their learning journey, not all students were at same level as not everyone had the same access to the internet and devices.

Most students found noted that technology enabled education has made learning ‘fun’ and ‘interactive’ and exposed them to get information through new ways. Most students also acknowledged that learning through new tools such as games, youtube videos has helped them understand the topics better. While they all agreed on the role of technology in accentuating their learning experiences they also agreed that it has become easy to get ‘*distracted*’ during the classes and there are instances when students are not even ‘*listening*’ to the teachers. A large number of students viewed this ‘online learning’ as a stopgap arrangements, “*it will last as long as the pandemic*” (Jessica, Columbia) and preferred learning with teachers and peers over online classes.

Most of the parents had similar views as students and showed concern about the inequitable access to the internet and devices. Most of the participants agreed that technology has the potential to transform education systems; is an important ‘tool’ that helps learners connect and gain more knowledge and collaborate with one another but can never be used to ‘replace’ a teacher or classroom. Almost all the parents viewed technology as a tool to help teachers teach better and supported the view that teachers should be provided training in digital tools. While the teachers had similar viewpoints as parents and students in relation to access and utility of technology enabled learning, they expressed concern on the use of AI in education and how training algorithms to predict the learning content can be risky for the students. They also, supported the idea of providing training to the teachers in using digital tools. In words of a teacher, “*I think the key for us moving forward would use technology in education one of the key thing to have in mind is that it has to be used by trained teachers. If you give a bad teacher, the best technology the learning is not going to be very good. You could give a good teacher know technology and they are going to find a way of making the students learn. So for me you what is Paramount is quality of teachers*”

# North America and Europe

Technology appeared to be ubiquitous in classrooms across North America and Europe. Several students described laptops and projectors as a common feature in their classrooms, while some students referred to engagement with computer programming and robotics kits. During the pandemic, several participants became aware that some families were lacking access to technology and described exemplary efforts by the government and some teachers who *“cycled to the families in order to deliver [paper versions of educational material] to make sure that everyone was included*” (Anja, Germany).

Several participants were excited by the opportunities of pandemic education. Students described that access to technology allowed them to search for additional information which was “*much more interesting ...than just listening to a teacher*” (Colombo, France). Parents observed remote learning supported differentiation by allowing students to engage with multimodal content at their own pace. Teachers described a necessary change in teaching strategies as they could not “*stand in a zoom meeting and talk for an hour and 15 minutes*”, but needed short doses of really impactful learning activities (Kathy, USA). Technology assisted activities like gamified assessments were described as a fun and competitive way to improve student learning.

Even though schools and teachers were trying their level best to continue education under challenging times, parents were concerned that long-term school closure was impairing children’s social and emotional experiences. While teachers became aware of the need to improve their digital skills, several participants questioned if teachers were able to effectively use technology as a “*methodology and not the goal in education*” (Alexandra, France). In general, students welcomed integration of digital tools into their classrooms but ultimately preferred learning through a face to-face interaction with peers and teachers.

# Middle East

Students and teachers reported that technology was used in their classrooms prior to the pandemic to improve engagement and instruction. Students from UAE and Qatar described their excitement to use smart classrooms and competitive games for learning. A teacher from Iran described local endeavours of remote teaching prior to the pandemic for schools lacking qualified teachers, so that “*those students benefit from good teachers*”. Most participants were familiar with educational technology and recognized that devices and the internet were a critical part of pandemic and postpandemic education, with few mentions of access issues.

During the pandemic, some students enjoyed interacting with their teachers through video conferencing and using the internet to learn new content. However, participants drew a stark contrast between completely remote education and use of technology in traditional classrooms.

Teachers reported that teaching during the pandemic could be a “*hard situation*” due to some families’ “*very strict* [conformation] *to their traditions and cultures*” that “*disagree with sharing the lessons on video or even audio recording*” (Deb, Qatar). Teachers were not able to see their students during remote teaching due to local sentiments, bandwidth issues, and hesitation of students to share their personal space on camera. Thus teachers were very concerned that their connections with students formed through face-to-face interactions could not be replicated by online means. On the other hand, students felt that “*technology started ruling*” their life during the pandemic due to a lack of personal time as teachers assigned work and exams beyond traditional school time (Ahmet, UAE). They missed doing “*activities by hands in traditional ways*” and reported getting distracted by their phones during virtual classes (Hassan, Qatar).

Several participants worried about the risks and adverse effects of using technology. Particularly, parents commented on the lack of social interaction during the pandemic which formed an important component of children’s education. While some parents were apprehensive about unsupervised access to the internet due to the occurrence of inappropriate ads and search results, some teachers were worried about the health risks of excessive screen time such as blisters in the eyes. Teachers questioned whether continuing regular education during the pandemic was essential when students were navigating emotional turmoil and loss.

# Critical Reflection from Pandemic Education

The use of technology in education, specifically digital devices and the internet, is often positioned as futuristic, universal, and culturally neutral. However, by comparing global experiences during the emergency remote education of COVID-19 pandemic, it becomes evident that economic, social, historical and cultural positions of the local population have a considerable impact on the scope of technology use. While socio-economic factors present an immense obstacle to remote education due to unequal resource access, historical and cultural factors play a subtle role in influencing the quality of remote education.

# Development of Indigenous Technologies and Contextualizing Educational Technology

While some remote educational efforts included the use of mass media such as television and radio, the majority of the education during the pandemic was through online classes that required a smartphone, tablet or laptop with internet access. Most of the hardware and software required for online learning was predominantly designed for or by the west (North America and Europe) leaving the rest of the world as consumers of technology that was ill-suited for their needs. Especially for the several low resource populations in the global south who seldom owned a basic mobile phone, online educational content even on free government websites was out of reach. Endeavors to support development and use local indigenous technologies for education was crucial, but missing during the initial COVID-19 educational efforts.

As several participants in the study noted, educational initiatives that are successful in one region cannot be directly imported to another region to provide identical educational outcomes. Similarly, incorporating educational technology must be mindfully tailored to the local population with consideration for their socio-economic and cultural restrictions. While western contexts are overrepresented in educational research literature, policy makers and educators are cautioned against extending these contexts to understand the global state of education or use of educational technology.

# Teacher Support

Online education during the pandemic pushed teachers and students into a unique situation. Several teachers who previously resisted technology were forced to revise their time tested teaching methods. This was an uncomfortable transition for most teachers, but especially challenging for teachers where the rigid hierarchy was a cultural norm (eg. Asia). In some cases, the quality of education and student-teacher interactions was compromised as teachers navigated the tensions around academic knowledge and digital pedagogical skills. While academic content became the focus of remote learning efforts, teacher support and wellbeing were often overlooked (Bhat et al. 2020). Thus, there is a strong need for providing psycho-social support to the teachers support especially during emergencies to help them manage unfamiliar classroom dynamics and renegotiate their identity as a teacher. Since regular teaching and learning is often disrupted during emergencies, providing teachers with digital skills can be considered.

# Student Agency

Increased student agency in learning was an unintended consequence of pandemic education. Several students around the world were able to design their own learning schedule and make decisions about ‘what’, ‘how’, and ‘when’ to learn. Particularly, the freedom to access different modes of instruction to augment their learning was appreciated by students. After experiencing several positive outcomes of remote learning, students were hopeful that technology would be meaningfully integrated into traditional classrooms to improve the learning experience. Teachers and students had several lessons to take away from the remote learning experiences which must be explored by policy makers to inform the future use of educational technology.

# Social and Emotional Experiences

A significant part of schooling for most participants included social interactions with peers and teachers. While learning academic content, students also became aware of ways to interact with people, make emotional connections and navigate the world. This component was severely lacking in remote education. Instruction maximized the communication between the teacher and students while opportunities for peer interactions became minimal. As a result, participants expressed a general fatigue of online interactions which were devoid of personal connections. All participants worried that prolonged school closure would adversely affect the social and emotional wellbeing of students. While addressing social and emotional experiences on online modes is implicitly challenging, there is a need for more focus in this area.

# Assumptions and Guidelines to Technology Use

The emergency nature of pandemic education provided teachers with freedom to creatively incorporate educational technology into their teaching efforts. With limited restrictions in government mandates, remote learning during the pandemic was a hotbed for innovative teaching and learning practices. However, the lack of proper guidelines outlining safe technology use was concerning for several teachers and parents. Responsibly managing the sharp increase in screen time and unsupervised access to the internet were a few prominent concerns across the world. Further, the emergency online education transformed homes into schools and implicitly assumes that homes can be conducive learning spaces for students. This assumption needs to be reexamined to include children with diverse home lives and socio-economic conditions.

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# Researcher Positionalities

The two authors of this work were the primary researchers in the ‘Virtual Roundtable Discussions in Education’ project. The authors’ experiences with technology in education before and during the COVID-19 pandemic influenced the discussions with participants and the field notes collected.

The first author has been working on projects focused on using technology to help students and teachers connect and engage in meaningful conversations on global issues. The focus of her work has been exploring the use of technology to promote key social and emotional skills. Working with government and private sector organizations in the Asia and Pacific region, she has been a strong advocate of bridging the digital divide and providing access to those who are on the bottom of the pyramid. She is currently training teachers through an online course developed by her institute to improve their digital literacy and skills. Her vast experience with educational technology helped the participants, particularly teachers, to share their experiences and challenges openly with her.

The second author was working on a project to incorporate digital technology into rural schools in India. Prior to the pandemic, she had witnessed widespread teacher hesitation to use already available devices for teaching due to a lack of technology literacy. During the COVID-19 mandatory online education, she worked with teachers who were struggling to adapt to digital learning and became aware of the challenges for students’ technology access across India. Her experiences resonated with some participants from different countries, especially those familiar with low resource populations.

* First, while we appreciate the global approach, it would be useful to have a better grasp of the participants in the study. For example, providing participant demographics (males/females; % teachers, students, parents), and country locations. This can be done either in text or as an appendix. Given that we do not know much about the sample, it is hard to draw conclusions from the evidence you provide, in particular, it is important for considering the inequalities that students/teachers/parents may have experienced within countries. Given the likely small sample from each country, it is difficult to draw generalizations from these experiences.
* Second, we wonder about your approach to the analysis and how you came to the conclusions you present across each region. Likewise, how you came to the conclusions in the “Critical Reflections” part needs further explaining – how did you draw comparisons across regions and contexts?
* **Finally, field note manuscripts should describe and critically reflect upon particular approaches, projects, or tools.** However, given that this manuscript explored responses from focus groups as part a larger project, this might be more suitable as a research article. In which case, a more detailed literature review and methodology would be required – if you choose to revise as such.

As a reminder, JEiE publishes research articles that exhibit a clear research design; use an explicit, well-recognized theoretical or conceptual framework; and employ rigorous research methods. Research articles that develop new EiE theoretical or conceptual frameworks or challenge existing ones are also welcome. JEiE also publishes field notes that address innovative approaches to EiE; progress and challenges in designing, implementing, and evaluating initiatives; or observations and commentary on research work. Successful submissions contribute to EiE evidence and demonstrate a connection to practice or suggest avenues for additional research or learning in the EiE field.

Thank you again very much for your submission, and we hope that you will submit a revision based on these suggestions. If you choose to make the suggested revisions and resubmit your manuscript, please do so within 30 days. **DO NOT** submit a new manuscript in PeerTrack. Instead, please click the hyperlink which reads **Submissions Sent Back to Author** and find the row corresponding with Ms. No. JEIE-D-21-00040. From the Action Links menu, choose Edit Submission and upload the revised files, adjust the manuscript information if necessary, and approve the re-submission. In addition, should you decide to revise the manuscript, your revisions should address the specific points made above in a memo that describes the changes you have made in the manuscript accordingly. **Please include the memo as the first page of your revised manuscript.** You will find a template for the memo here: [https://bit.ly/3h9P8LM](https://urldefense.proofpoint.com/v2/url?u=https-3A__nam12.safelinks.protection.outlook.com_-3Furl-3Dhttps-253A-252F-252Fbit.ly-252F3h9P8LM-26data-3D04-257C01-257Cangelica.ponguta-2540yale.edu-257C91933b6cee7e4ee71af908d91006d265-257Cdd8cbebb21394df8b4114e3e87abeb5c-257C0-257C0-257C637558443760473865-257CUnknown-257CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0-253D-257C1000-26sdata-3DjVlmHJa0UylEqs8BStSxKPPWYFORQ-252BgTex4hD71xr50-253D-26reserved-3D0&d=DwMFaQ&c=slrrB7dE8n7gBJbeO0g-IQ&r=v3ZzmC1vZ-VlVmJWJFbRlw&m=vl_SaPh1A4sYrwpOm-TvqeDYI24N4DPeBLLE4hGWUmw&s=NAFMHcnjlr-SiowPOv2I6s8Qq20kZLEWwq2BEkt0bgg&e=).

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