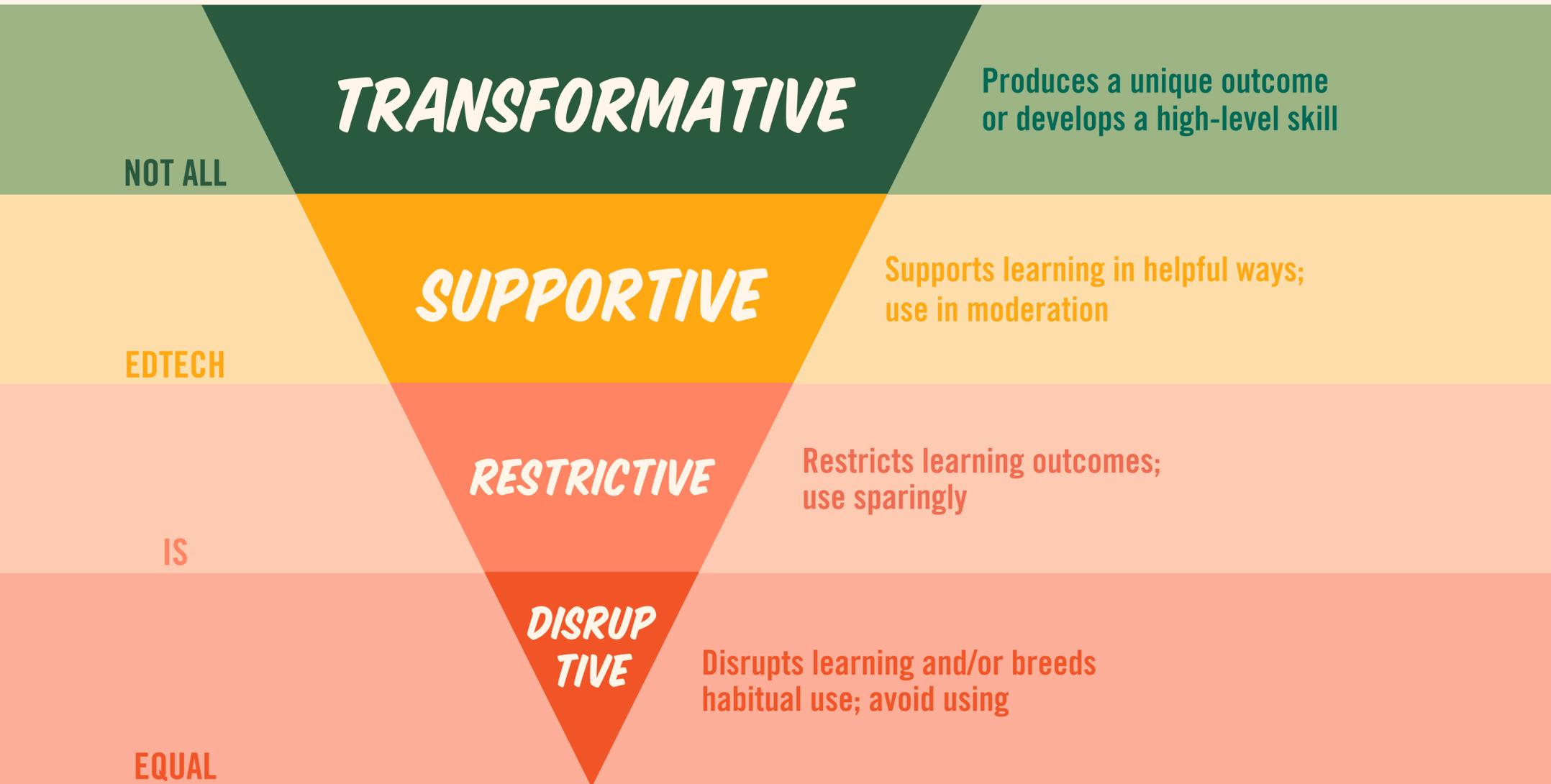


# THE EDTECH TRIANGLE

This framework is a research-based synthesis of the EdTech practices, tools, and skills that optimize learning, support well-being, and protect against some of tech's negative outcomes. EdTech can be powerful in the classroom, and it should be used in line with current research.



**TRANSFORMATIVE:** Robotics, coding, computational thinking, computer animation, website design, graphic design, advanced photo, video, or music editing, digital marketing, spreadsheet creation, digital citizenship, any tech that helps students with special needs.

**SUPPORTIVE:** Digital images or articles not available in print, audiobooks, podcasts, supplementary videos, keyboarding, intentional use of sharing platforms used to update parents on student work, use of video conferencing or collaborative apps and platforms when the learning outcome is not easily replicated with a traditional or face-to-face method.

**RESTRICTIVE:** E-texts in place of print, prioritizing typing over handwriting (except in final work), using software or applications that have already been mastered by the student (such as taking pictures with a tablet), points-based learning games, overcomplicated tech use by teachers, screen-based tech whose learning outcomes are easily replicated with a traditional or face-to-face method.

**DISRUPTIVE:** Any platform that exposes students to age-inappropriate content or bullying, unrestricted access to cell phones during school hours, tech for tech's sake, needless screen-based homework assignments, using screen time as a reward, for behavior management, or as a choice during free time, too much screen time.\*

## \*SCREEN TIME LIMIT RECOMMENDATIONS

Tech use is not imperative for academic success or student well-being, and The EdTech Triangle does not endorse a minimum amount of tech use per grade. Moreover, all types of screen-based EdTech (even Transformative) can isolate students from their teachers or peers. As such, and in order for students to develop skills in collaboration, empathy, and critical thinking, we encourage teachers to embrace screen time limits in their classrooms. Our recommendations are as follows:



Pre-K	0 mins	4th	0-30 mins/day	9th	0-60 mins/day
K	0-20 mins 2x/week	5th	0-40 mins/day	10th	0-60mins/day
1st	0-20 mins/day	6th	0-40 mins/day	11th	0-70 mins/day
2nd	0-20 mins/day	7th	0-50 mins/day	12th	0-70 mins/day
3rd	0-30 mins/day	8th	0-50 mins/day		