

Tabadlab Policy Roundtable 07 – EdTech: Has the Future Arrived? Policy Brief

<https://www.youtube.com/watch?v=Qfyhktf962U>

The disruption caused to education systems across the world by COVID-19 has raised pertinent questions about the relationship between technology and pedagogy. As EdTech shifts into top gear to fill gaps in the current standstill, our panelists discuss whether Pakistan is even prepared for the transition. Optimism and skepticism abound, as the policies, stakeholders and purpose of this nascent sector are dissected at Tabadlab's policy roundtable.



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Recommendations

- Understanding gaps and prescribing solutions accordingly
- Avoiding tech for the sake of tech
- Keeping teachers central to EdTech advancements
- Ensuring communication between all relevant stakeholders
- Adopting policy measures to regulate and standardize the process

Discussion Summary

● Teacher training

Has the conversation in EdTech thus far focused sufficiently on keeping teachers at the center of technological developments? How crucial is it to create solutions for frontline educators in order to avoid a disconnect between digital advancement and on-ground implementation?

● Student engagement

How can we use EdTech to ensure interactive instead of didactic communication? Is its purpose to merely emulate the learning experience of a classroom or can we go beyond that and engage students in a more mentally and emotionally stimulating manner?

● Multilateral partnerships

Our panelists shed light on how important it is for stakeholders across the education spectrum to join efforts and learn from one another. What are the platforms available for teachers to form a community with other teachers and students to link with other students? How can tripartite discussions between governments, EdTech firms and educators be encouraged?

● Policy creation

How have countries around the world responded to advancements in education technology? What are some innovative solutions that can serve as models for Pakistan? Our speakers examine recent steps taken by the federal and provincial governments to provide distance learning during COVID-19.

● Market vs. State

Should EdTech firms be allowed free rein to propose innovations and interventions until the market filters out the effective from the inadequate? Or should governments be regulating the sector at this nascent stage to provide direction and prevent a mismatch of demand and supply?

● Understanding purpose

Is the EdTech sector currently plugging in technology for the sake of technology? How far have we understood the purpose of digitizing education or the pain points for teachers and students? How can we address specific issues with precise solutions instead of reinventing the wheel?