

EdTech at Schools

Smart Book

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Ed Tech

What is EdTech at Schools?



“The real danger is not that computers will begin to think like men, but that men will begin to think like computers.”¹

- Sydney Harris, journalist

EdTech (a combination of “education” and “technology”) has become one of the defining features of the public education landscape. EdTech uses digital technologies, both current and new, in a much greater variety of formats than Chromebooks and iPads. (*in the appendix*)

Other technologies to keep on your radar include Early Childhood Integrated Data Systems, durable records or persistent profiles, and student longitudinal information data systems.

A 2021 Education Week Market Brief found that 62% of elementary, 56% of middle, and 49% of high school students spent 1–4 hours daily using EdTech.³ With the increasing access and availability of technology over the years, these percentages have likely risen since that brief.

Education Technology in all its forms has been touted as the innovation to revolutionize education, enhance learning outcomes, and close the achievement gap – essentially, bringing about a golden age of learning where the Digital Native far exceeds previous generations. After decades of waiting, however, it seems that the revolution has yet to deliver on its promises.

EdTech is a billion-dollar business – and growing!

Consider these eye-opening statistics: According to a 2024-25 report on K-12 EdTech engagement from Instructure, **school districts across the U.S. are using an average of 2,739 distinct tools annually and 1,436 tools monthly.** Unsurprisingly, students are using tech more than teachers in school, with the report stating that, “students are using edtech more frequently than their teachers—accessing an average of 1,165 tools monthly compared to 1,045 tools accessed by teachers. The number of unique edtech tools accessed by both groups also grew compared to the previous year.”⁴

These numbers reflect the EdTech industry’s exponential expansion. **A report from Grandview Research estimates the global education technology market at \$163.49 billion in 2024,** and projects it will grow 13.3% by 2030 for a \$348.41 billion valuation. As Grandview Research explains, “The increasing demand for personalized learning solutions and the integration of modern pedagogical techniques using AI and data analytics are major contributors to the market growth.”⁵

In the United States, the EdTech market is valued at \$42 billion, according to a December 2024 report by Ken Research.⁶ By 2033, that number is anticipated to exceed \$250 billion, an increase of approximately 600%.⁷ Actual spend reflects this: U.S. schools spent approximately \$30 billion on EdTech in 2024, and that number is expected to double by 2033.⁸

The upshot to all the money and resources invested into EdTech is that a child’s value in the education system is inextricably tied to the data that child is producing for the system and its corporate partners.⁹ With so much money pouring into EdTech, priorities shift and a child is reduced to a number in the educational system – the amount and value of data that child is producing for the system and its corporate partners. And data is the most in-demand product in the modern world.



What developments brought EdTech into classrooms?

Modern commercial EdTech was gradually introduced into classrooms, beginning in the 1980s. Early hardware tools like solar-powered calculators and blocky Apple II computers were followed by multimedia productivity and edutainment titles like *Mavis Beacon Teaches Typing* and *Where in The World is Carmen Sandiego?*

In the late 1980s, Tim Berners-Lee created the World Wide Web protocols that allowed for computers to connect & communicate across the globe, ushering in what is popularly termed as the Third Industrial Revolution — the transformation of the economy, society, and education through the internet and networked digital systems. During these developments, both the public and private sectors realized and acted to capitalize on EdTech's capacity to change how teaching and learning were done in classrooms, and its potential to create new partnerships and profit centers.

A number of political efforts and policies helped drive widespread adoption of EdTech in schools during the Digital Age.

A Nation at Risk (1983) — The United States National Commission on Excellence in Education released this report which many considered as officially launching the integration of technology in classrooms by recommending that Computer Science be required for high school graduation.¹⁰

No Child Left Behind Act (2001) — NCLB recommended that “by the eighth grade all students should be technologically literate and repeatedly references technology as an important source of support for teaching and learning across the curriculum.”¹¹ It also implemented a National Education Technology plan which included goals for assessment, literacy, and connectivity.¹²

Common Core (2010) — bankrolled by tech-giant Microsoft founder Bill Gates, Common Core effectively nationalized standards for core academic subjects at the behest of software developers who wanted to sell their products to larger markets.¹³ Unsurprisingly, a large number of the newly nationalized standards were tied directly to technology.¹⁴

Every Student Succeeds Act (2015) — ESSA instituted the Student Support and Academic Enrichment Grants program which “authorize[d] up to \$1.6 billion annually to provide formula grants [...] to improve student academic achievement and digital literacy through the effective use of technology.”¹⁵

Emergency Connectivity Fund (2021) — part of the American Rescue Plan (ARP) response to Covid-19, the ECF has provided over \$7 billion to supply approximately 18 million students with close to 13 million internet-capable devices and over 8 million broadband connections.¹⁶

These nationwide policy decisions have greatly shaped how schools use technology for teaching and learning. As a result, it's now almost impossible for any school to avoid the influence of technology on what children are taught and how they learn.

The EdTech Revolution – Oversold and Underdelivered

“If we continue to develop our technology without wisdom or prudence, our servant may prove to be our executioner.” —

Omar Bradley, U.S. Army General¹⁷

With so many stakeholders financially or professionally invested in EdTech and a dizzying array of technologies flooding our classrooms, it's no wonder parents feel utterly overwhelmed. It is easy to see why many parents believe that the goals of actual teaching and educating have been lost in a chaotic system with an agenda focused on profit instead of true learning.

Technology is simply a tool – neither good nor bad. However, its improper application or excessive use can take a toll on the parents and children using it, who also have little say in how it is introduced or utilized in classrooms in the first place. These negative consequences can have far-ranging effects, from interfering with the natural learning process to introducing children to psychologically damaging content when proper security protocols are not implemented with these technologies

Fallacies in EdTech’s Claims

The meteoric rise in use of EdTech in our schools has impacted students and transformed education, but not exactly in the way we were promised. Far from ushering in a golden era of learning led by Digital Natives, the reality is a bit less dazzling and a lot more dismal. The promised outcomes of the EdTech revolution sounded so good. Unfortunately, they were too good to be true, and the data now shows it. Despite the evidence proving the harm to learning outcomes, however, the EdTech Industrial Complex continues to expand – in large part to some misleading claims.

CLAIM #1: Your student’s data and privacy are safe.

According to a study by the nonprofit Internet Safety Labs, the data-sharing practices of more than 95% of school apps are “not adequately safe for children”.¹⁸ It seems that there is a new story every other day of a data breach. The records protection laws are painfully outdated and do not account for the vast changes and increases of data collection over the past 20 years.



Fallacies in EdTech's Claims *(continued)*

FERPA

The Family Education Records Protection Act, or FERPA, is a federal law that governs how student information is shared. FERPA allows students and their parents to inspect and review education records, pursue the amending of education records, and consent to personally identifiable information (PII) being disclosed to third parties. **Schools do not have to get parental consent for PII disclosure to third parties designated by the school as “officials having legitimate educational interest” in that data.**¹⁹

Student records that can be shared include: transcripts, disciplinary records, immunization and health records, IDEA services provided, and school-related employment information.²⁰

The FERPA trap: The list of third parties designated as school officials who have access to FERPA information can be inexhaustible. **A parent will never know if that data is being used** according to the legal obligations specified by a third-party official's contract as there is usually no auditing body designated to regulate compliance.

PPRA

The Protection of Pupil Rights Amendment, or PPRA, is a federal law that governs what student information is collected. It requires that parental consent be provided before information falling under eight protected areas is collected via survey, analysis, or evaluation. It also allows parents to opt-out of their student providing this information beforehand.²¹

The eight protected areas are:

- Political affiliations or beliefs
- Mental or psychological problems of the student or student's family
- Sex behavior or attitudes
- Illegal, anti-social, self-incriminating, or demeaning behavior
- Critical appraisals of others with whom respondents have close family relationships
- Legally recognized privileged relationships
- Religious practices, affiliations, or beliefs
- Income, other than as required by law to determine program eligibility²²

The PPRA trap: Social Emotional Learning (SEL) and biometric data is not covered under PPRA. Schools can still build digital profiles of students based on their moods, engagement, attitudes, or behavior. This data may be stored, analyzed, or shared by third-parties authorized by the school, and could follow the student for years. PPRA's limited focus means parents must rely on scant, if any, state protections against schools creating information on students using this sensitive and highly personal data.

Data, Data Everywhere!

It's a Datapalooza! Never before has so much data been harvested and mined on so many students through so many ways. The sheer amount and different types of student data collected through innumerable data collection methods creates a perpetual “surveillance state” that poses unprecedented risks to their personally identifiable information.

Fallacies in EdTech's Claims *(continued)*

The 2022 K-12 EdTech Safety Benchmark National Report published these disturbing conclusions illustrating EdTech's extraordinary invasiveness:

- **Nearly all apps (96%) share children's personal information with third parties**, 78% of the time with advertising and monetization entities, typically without the knowledge or consent of the users or the schools, making them unsafe.
- **28% of apps were Non-Education Specific**, such as The New York Times, YouTube or Spotify, effectively providing no limits or guardrails for children.
- **School apps (23%) expose kids to digital ads**, which creates a risk that personal student data is being sent into advertising networks, with no way for the public to inspect where it goes or how it's used; more than half of those apps (13%) use retargeting ads, which use cookies, search and site history to serve up targeted advertising; this means even more personal student data is being sent into advertising networks to better serve the advertisers.
- **Google dominates K12 edtech as the prime supplier of both hardware and software**, raising questions about the safety of having children deeply connected to the internet by the world's leading advertising platform.²³

The Datapalooza trap: Parents trying to protect their children's privacy find themselves fighting a constant and ubiquitous series of infinite data-collecting systems, in which the data gathered can be used to inform the gathering of further data.²⁴ For instance, AI-chatbots analyze student-generated questions to create content designed to elicit additional responses from a student, which allows the machine learning to further refine its natural language ability to engage a student in "conversation" (e.g., You asked a question about gender. Would you like to know more about issues related to gender identity?).²⁵

CLAIM #2: Digital literacy skills are necessary for the 21st century workforce.

Digital literacy, as cited in a paper by American Institutes for Research (AIR), means *"the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information; and developing digital citizenship and the responsible use of technology"*.²⁶

Digital literacy skills aren't limited to learning objective or traditional computer skills, like learning word processing tools or learning to code. The AIR paper states that student digital literacy encompasses Social Emotional Learning, as it requires "a plurality of proficiencies, starting with text literacy and technical skills and extending to include the cognitive and sociocultural strengths [emphasis added]."²⁷

- **Common Core-aligned standards integrate digital literacy competencies throughout**, making it difficult for parents to opt their students out of digital literacy curriculum that's tied to grading.

Fallacies in EdTech's Claims *(continued)*

- **Digital literacy instruction on how to spot “fake news” and media bias** ironically and frequently reflects the biases of the educators delivering it, whose ranks heavily and consistently lean to the political and cultural left.²⁸
- **Generative AI (GAI) is designed to take over many of the jobs that teachers are purportedly using Digital Literacy to prepare students for.** Digital literacy through the lens of AI creates a type of tunnel vision for student instruction — it demands that what’s learned is learned through EdTech, pushing traditional literacy skills to the periphery. This creates the conditions for students to participate in their own planned obsolescence, suitable for only the most intellectually narrow of occupations.²⁹

The Digital Literacy trap: Digital Literacy is by and large a pretext to shape children’s attitudes to a deterministic, limited economic future and toward worldviews centered on data-informed, algorithm-determined “truth.” Children having computer skills is one thing, but digital literacy simply isn’t designed to be content at achieving that one thing.

CLAIM #3: Technology improves the educational experience and learning outcomes.

Technology has become inseparable from modern classrooms, yet research shows it often works against how the brain learns best, negatively impacting attention and focus, largely due to the immense distractions it brings. The human brain cannot truly multitask—it can only switch rapidly between tasks, losing focus and comprehension each time. When students move between tabs, apps, or videos, they are constantly interrupting their own learning. Studies show that up to 60% of device time in classrooms is spent off-task.



Fallacies in EdTech's Claims *(continued)*

Even on school-issued Chromebooks or tablets, distractions are built in. Pop-ups, chat features, YouTube links, and recommended videos compete for attention, fragmenting focus and weakening memory. The myth of “multi-tab efficiency” leads students to believe they’re being productive, when in reality, toggling between screens drains cognitive energy and encourages shallow learning.

Adding to this, most digital platforms are driven by marketing algorithms designed to keep users scrolling, not studying. Ads, sponsored results, and video suggestions expose students to constant commercial content—even during classwork. Over time, these micro-interruptions and dopamine-driven alerts condition students’ brains for quick hits of novelty rather than sustained thought.

The result is a generation of learners who are digitally connected but cognitively distracted. Real learning requires deep attention and uninterrupted thought—conditions that are becoming rare in digitally overloaded classrooms.

While EdTech has promised a brave new world for education, it seems we've traded flashcards and chalk dust for pop-ups and data mining. Still, as we navigate this digital maze, perhaps a bit of wisdom and restraint can turn our “Datapalooza” into something that genuinely supports learning—assuming, of course, the algorithms allow it.

Where is EdTech leading us?

“Social engineers have long had their sights on irreversibly transforming society's foundational institutions through systems of education. Simply teaching traditional academics will not advance the ruling elite's sweeping social change agenda which depends on controlling lifelong learning outcomes to force compliance with collectivized, global goals.”³⁰ - *Higher Ground*

The Future of Education is a hot topic within academic and corporate sectors and has been for decades. KnowledgeWorks, American Institutes for Research, FullScale, ASU-GSV, and other education think tanks and research institutions have produced eerily similar visions for what education across the globe should look like, with two common themes dominating: Personalized Competency-Based Learning (PCBL) and global education & citizenship.



Personalized Competency Based Learning (PCBL)

Personalized Competency Based Learning was designed by various EdTech moguls, including Bill Gates, to control education outcomes by ensuring that children's educations are mainly delivered and consummated via EdTech, particularly through 1-to-1 internet-enabled devices. PCBL, as documented by Higher Ground, originated out of outcomes-based education (OBE) and competency-based education (CBE):

- In OBE, students are expected to demonstrate the same objective knowledge and skills at the same age, at the same pace, at the same time, with those outcomes measured objectively (e.g., run a mile, memorize multiplication tables).
- CBE evolved out of OBE, expanding measured outcomes beyond objective knowledge and skills to include subjective knowledge, skills, and dispositions (or social emotional learning "competencies").
- PCBL uses EdTech to inform, shape, track, and measure student demonstration of subjective competencies on an ongoing basis, while allowing for those demonstrations to vary in pace (within limits).³¹

The Covid-19 crisis was exploited by EdTech companies and complicit state and local education agencies to distribute Chromebooks and offer universal broadband access to students. This opportunistic EdTech expansion allowed states to expand PCBL programs beyond pilot programs and set the stage for global education and citizenship initiatives, including educational social credit systems.

Global education and citizenship

One of the most deliberate—and arguably alarming—side effects of EdTech comes in the push for radical global education and citizenship. This approach is about creating a borderless school system that offers more opportunities than ever for controlling students.

Most of the potential for controlling students during and beyond their K-12 years comes in education colluding with the workforce to implement durable profiles that use competency scores as a form of social credit.³² Organizations tied to Bill Gates and Jeb Bush have already made high-profile attempts at “[linking student-level data between education and workforce agencies](#), via the statewide longitudinal data systems.”³³ EdTech non-profits have partnered with schools across the United States and the globe to institute a competency-based transcript known as the Mastery Transcript.³⁴

Most telling above all are the numerous international events dedicated specifically to “Digital Global Citizenship Education,” such as the one hosted in 2025 by the United Nations ECOSOC, for which it listed a number of woke goals, including:³⁵

- “Insights on how Global Citizenship Education (GCED) fosters social cohesion, empathy, and action on global challenges.”

- “Concrete ways to implement multi-stakeholder partnerships to advance the 2030 Agenda through education and collaboration.”
- “Showcases of student projects tackling poverty, climate action, and social justice, inspiring further innovation.”
- “Best practices for leveraging digital platforms to enhance intercultural dialogue and inclusive learning.”

It’s clear that EdTech’s trajectory promises sweeping changes not only to how, but also to what, students learn, driven by the best-sounding intentions and fueled by a healthy dose of corporate ambition and profit. While a hyper-personalized, ultra-connected classroom might sound like a utopian dream, serious thought must be given to who is steering the bus—and whether students are passengers or cargo. Navigating these innovations with discernment and placing student well-being above digital dogma may allow technology to serve as a tool for genuine learning, rather than a mechanism for global social engineering. Ideally, the educational future will be shaped more by wisdom than by algorithms—though common sense appearing in a pop-up notification remains a distant hope.



How to Respond to Common Arguments

EdTech's long standing and ever-evolving role in classrooms poses particular challenges to parents trying to ensure it doesn't work against the best interests of their child. We provide a few suggestions on how to counter pushback for pushing back on tech.

Argument #1: The world is all connected now! We need to prepare all kids to be good citizens in a global world tied together through tech.

Response: "Global and digital citizenship" normalize living life online 24/7 and align to woke value systems like the UN's SDGs."³⁶

Technology should be treated as a powerful tool that requires proper guidance and age-appropriate training. We don't hand our car keys over to our 3-year-olds so that they'll be better prepared to drive as adults. The same should be said of handing our children iPads, computers, and mobile phones before they are mature enough to understand and cope with consequences of the content it delivers or of misusing the technology. Tech has its proper place and time, and it can't be omnipresent in our children's lives if we want them to grow into healthy, well-rounded adults. Parents always reserve the right to decide when and how their children encounter and use tech.

Argument #2: EdTech is great because it allows schools to personalize learning for each student because it is so adaptive.

Response: A more accurate description of "personalized learning" is that tech is learning more about the person using the tech than the person using the tech is learning from the tech. Education, according to EdTech company Newton, is the "most data mineable industry today, by far," with the number of data points collected on students a day ranging from 5 to 10 million.³⁷ That's a lot of intrusive data collection in return for my child having an impersonalized experience sitting in front of computer instead of interacting with another human being.

This argument also completely ignores the first adaptive teachers: humans! Not only are human teachers incredibly good at adapting, but that human connection greatly contributes to improved learning. Students consistently learn better when they feel a connection with their teacher. Additionally, teachers receive feedback from how the students are learning...or not learning, which helps them adapt and expand teaching styles even more!

Sample Conversations

Argument #3: EdTech automates many classroom processes, such as lesson planning and grading, freeing up time for teachers to focus on “more important things”.

Response: The **convenience** of turnkey curriculum, which allows teachers to spend less time preparing lessons, comes at the price of the **content** of that curriculum not being fully vetted by teachers or by parents. A price that some parents think is too high to pay. Dynamically-generated or adaptive curriculum is not transparent, since it’s produced on-the-fly — the content taught in any given lesson can’t be easily replicated or verified, meaning that a child could easily be indoctrinated with ideologies contrary to a parent’s wishes, with the parent never being any wiser. Parents are truly left in dark when they can’t review their child’s lessons with them because the system doesn’t allow that work to be preserved on paper.

Another danger of EdTech appears in assessments, where adaptive testing actually dumbs down given questions if student misses too many answers. Again, the convenience of freeing up teacher time doesn’t outweigh the fact that students are being denied fixed baselines by which their growth and knowledge can be objectively measured. After all, what’s the point in a teacher having more time if the teacher’s most important classroom role of providing individualized feedback and instructional help has been outsourced to tech?

Argument #4: An overreliance on tech is impossible, since this is where the world is heading. Students shouldn’t waste time memorizing facts that they can just look up online.

Response: AI is notorious for hallucinating (making things up) and dreaming up digital fossils and imaginary facts that muddy the digital waters of reality. If we don’t build a solid foundation of **real knowledge**, kids might wind up lost in a sea of made-up information, unable to tell fact from fiction. This doesn’t mean we need to completely ban technology – used correctly, it truly enhances our learning, skills, and lives. However, relying on them for everything can turn them into more of a lifeboat than a launchpad. After all, you can’t “Google” your way to judgment, wisdom, or true understanding.

Facts in memory form the framework that allows technology to be used wisely—without it, tools become crutches instead of catalysts. If students rely on technology to supply all basic facts, their mental bandwidth is consumed by searching rather than reasoning. When key knowledge is already in long-term memory, students can **think faster, integrate new ideas, and more easily detect true misinformation**—skills essential in a digital age. In short, memorization isn’t outdated; it’s what frees the brain to think critically.

What Can You Do?

“I do emphasize to [parents], even if your child does not go to a school that fights against your values, they are living in a culture that fights against your values.”³⁸
- Dr. Jeff Myers

Up-to-date parental awareness of the trends propelling EdTech’s rapid movement into every aspect of education will be key to warding off its encroachment into areas of your lives and homes. We offer a few suggestions on how you can get informed and take action.

Federal

- Whether it’s large congressional acts like the Bipartisan Safer Communities Act (BSCA)³⁹ or the American Rescue Plan (ARP)⁴⁰, or administrative changes enacted through the Federal Register⁴¹, know that there are many ways federal policy continues to fund, incentivize, or require EdTech in classrooms or affect student data collection and privacy as determined by FERPA and PPRA. Some resources, like the Federal Register, allow users to sign up for notifications on searches of interest: <https://www.federalregister.gov/>
- Some good watchdog sources to follow for more info on federal activity on EdTech include:
 - Parents Defending Ed — <https://defendinged.org/>
 - Common Core Diva — <https://www.commoncorediva.com/>
 - Privacy International — <https://privacyinternational.org/>

Local

- **Familiarize yourself with your state’s laws and local district’s EdTech policies.** Pay particular attention to district policies that are extra-legal, or are more restrictive or punitive than what state and federal law permit, particularly if they encroach on your exercise of your all-encompassing parental rights to protect and direct the education of your child.
- **Advocate for non-digital, pencil-and-paper options as the rule, not the exception,** for classroom assignments, especially in the younger grades. The negative effects of screen time on children are well documented and academically established.⁴² The less time children spend in front of a computer, the harder it is for their private student data to be collected or shared with third parties.

What Can You Do?

Local *(continued)*

- **Don't assume that filters for school-issued devices are 100% protective.** Often school filters are implemented at the network level, meaning that if a Chromebook is connected to the internet away from school, there's no guarantee of explicit content being blocked. Many 1-to-1 devices can also accept side-loaded memory, like flash drives, which allows students to easily share content that isn't trackable.
- **Mitigate screen time medically.** If you have medical or psychological concerns about exposure to digital stimuli substantially interfering with your child's ability to learn, **consult with your pediatrician to obtain a recommendation for reduced screen time at school.** This recommendation can be used as the basis to procure a 504 Accommodation ([Section 504](#)) to ensure that your child's teachers provide non-digital options for instruction, curriculum, and assessment.
- **Protect your child against unwanted data collection and privacy.** Request that your child's school provides you your child's education records as is your right through FERPA. Also inform the school that you expect it to comply with the provisions of PPRA, so that no psychological, political, sexual, financial, religious, or familial data specified in that law can be collected on your student without your informed and written consent.

FERPA:

[What is FERPA? | Protecting Student Privacy](#) 

PPRA:

[What is the Protection of Pupil Rights Amendment \(PPRA\)? | Protecting Student Privacy](#) 

The 4 Pillars of Informed Consent:

[Health Care Ethics and Informed Consent - A Comprehensive Guide](#) 

What Can You Do?

Home

- **Create a culture of living life offline.** Turn off the TV. Shut down computers. Put away phones. Plan family activities that encourage face-to-face interactions and create personal memories that will last a lifetime. Hikes, board games, bike rides, stargazing, cooking, reading, attending church, and car rides are just a few inexpensive ways to connect with your child and reinforce positive family bonds, while learning useful and positive skills.
- **Build a library of physical books.** Ebooks may be more convenient at times, but nothing quite takes the place of a timeless story with words and pictures that you can hold in your hand as you sit beside your child. You reading out loud to your child will always create a more personal and more profound experience, providing inflections and insights that no pre-recorded audio can replace. Poet Strickland Gillilan expressed this sentiment perfectly when he wrote, “Richer than I you could never be — I had a mother who read to me.”
- **Put filters and strict parental controls on all digital devices.** Even if you do not give your child an internet-enabled cell phone, chances are good your child still has access to a number of online digital devices. Google and Apple offer parental controls for cellphones, most routers allow for websites to be whitelisted or blacklisted, and there are many content-filtering services to choose from.



Watch On YouTube



Students spend 38 minutes of every hour off task in class.

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Appendix

Table 1: A non-exhaustive list of types of educational technology with examples.²

Category	Examples
1-to-1 internet-ready digital devices	Chromebooks, iPads
Social Emotional Learning playbooks	Panorama, Naviance
Interactive and gamified instructional, curriculum, and assessment tools	Lexia, STMath, Prodigy
Mobile learning apps	DuoLingo, Kahoot!
Student Information Systems (SIS)	PowerSchool, Skyward
Educational web sites	Khan Academy, Quizlet
Collaborative learning suites and tools	Google Classroom, Padlet
Learning Management Systems (LMS)	Canvas, Blackboard
AI chatbots, virtual assistants, tutors, and curriculum generators	ChatGPT, SchoolAI
E-books and online texts & libraries	SORA, EBSCO
User interfaces and learning frameworks	Universal Design for Learning (UDL)
NCES Common Core of Data	CCD
Asynchronous and synchronous instruction through video conferencing software	Microsoft Teams or Google Meet
QR codes, RFID badges, facial recognition, and other tracking and surveillance technologies	iAttend, FAGClass
Standalone software programs	Adobe Photoshop, Visio
Social media networks	YouTube, Pinterest
Data analytics and visualization	Tableau, Qlik

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