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EDU 1106

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Assignment: Identify a way that technology intersects with your potential dissertation topic or area of interest, then create an annotated bibliography (min. 15 items) that identifies the relevant research at that intersection.

Topic for Dissertation: Educational Policy and its impact on educational disparities

Topic for Assignment: How can technology be used to better understand and fix the educational disparities caused by educational policies or lack thereof?

Imagine there being a requirement in many school districts for the use of technology, but no federal mandate that every person living in the country get an education or even the funding to ensure that it is done in an equitable way. This is happening right before our eyes in America. Over the years, technology has had both positive and negative impact on all things in education. While technology has allowed for easier access of a variety of studies in educational disparities, it has also allowed for easier access to data: both qualitative and quantitative analysis. We have also seen with a greater push in the use of technology, the disparities in education are even greater, while being more evident.

Annotated Bibliography

Darling-Hammond, L. (1998). Unequal Opportunity: Race and Education. Brookings. Retrieved from: <https://www.brookings.edu/articles/unequal-opportunity-race-and-education/>

This article discusses educational disparities that exist based on color. While these disparities are not new, they have existed for many decades. As the article suggests, affirmative action as it pertains to education, was supposed to ensure that blacks received equal access and funding, however, it has been under attack. These educational disparities are inclusive of but not limited to teachers who are well prepared pedagogically, high quality curriculum and access to technology.

Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. Journal of Educational Technology Systems, Vol. 49(1) 5–22. <https://doi.org/10.1177/0047239520934018>

This article discussed the growth of online learning across the globe. Since the spread of the coronavirus, online learning has become a necessary tool to ensure educational instruction is uninterrupted. The article suggests that with its flexible options, online learning provides students with more student centered and innovative learning opportunities. The article also discusses solutions to the inequalities that have arisen from the online learning boom caused by the pandemic, introducing several startup tech companies that focus on online learning platforms and educational programs.

Edley, Jr., C., Koenig, J., Nielsen, N., and Constance, C. (Editors) (2019). Monitoring Educational Equity. National Academies Press. <https://doi.org/10.17226/25389>

This book analyzes key indicators used to monitor and measure equity in K-12 schools throughout the United States. It also looks at educational policies that are in place, and the impact that those policies might have in causing disparities or allowing for education to be equitable. In doing so, we can understand the indicators, which include, but are not limited to “Disparities in Curricular Breadth’ which includes equitable access to technology and high-quality curriculum. If all students were able to have equitable access to both, that would be one step in the right direction, however, without federal policies in place that mandate its usage, the disparities in this area will remain.

Educational policy can alleviate educational inequity. University of Berkeley:
Responding to Educational Inequity. Othering and Belonging Institute.
Retrieved from:

<https://belonging.berkeley.edu/raceeducationpolicybrief/educational-policy>

This article examines the role that educational policies play in the inequities that exist in America's school systems. The article strives to answer the following questions: "Do these research findings suggest that educational policy cannot mitigate educational inequities? Can educational policy in fact improve learning opportunities for all students?" While the article also suggests that educational policies can correct the disparities and inequities that exist, they have certainly helped to cause the very same disparities that were expected to fix. In many cases, simply having access to technology, and quality curriculum would begin to fix the inequities that exist.

Forum on Educational Statistics. (2002). Technology in Schools. Suggestions, Tools and Guidelines for Assessing Technology in Elementary and Secondary Education NCES 2003-313). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

This research from the National Center for Educational Statistics analyzes various aspects on the implementation and use of technology in schools. The study looks at policies or the lack thereof that might exist at the federal and state levels, and whether these policies positively impact the school systems that choose to include technology in their curriculum. Many of the policies that exist at the federal and state level are focused on privacy of student data or acceptable use policies. In many cases, individual school districts develop policies focused on the use and implementation of technology. The fact that there are no federal policies that provide for technology use explains why so many school districts do not have adequate funding to provide their students with access and suitable training for staff and students.

Gamoran, A. (2001). The Future of Educational Inequality in the United States: What went wrong and how can we fix it? (PDF File) Sociology of Education.

This report describes the inequality in education that has existed for several decades and a prediction of whether these inequalities be addressed in the future. While the author stated that the research suggests that his predictions have been contradicted in many cases, he does believe that although there has been

narrowing of certain gaps, there is still a great deal of work to do. The article further suggests that the educational disparities that exist are often due to the socio-economic backgrounds of the students, and racial and ethnic minority status. In collecting and sharing the data in real time, it allows for quicker response time in addressing the inequalities we see, unfortunately, we still have a great deal of work to do.

Ganimian, A. J., Vegas, E., and Hess, F. H. (2020). Realizing the Promise: How can educational technology improves learning for all. Brookings. Retrieved from: <https://www.brookings.edu/essay/realizing-the-promise-how-can-education-technology-improve-learning-for-all/>

This article examines the use of educational technology as a means of improving standardized education in areas of great need and great educational disparities. It suggests that in using technology to deliver educational content in hard to staff schools, schools with high numbers of absences or schools where the pedagogical training is very low, it can improve the learning outcomes of the students in those schools.

Garcia, E. and Weiss, E. (2017) Educational inequality at the school starting gate: Gaps trends and strategies to address them (PDF File). Retrieved from: <https://files.epi.org/pdf/132500.pdf>

This article explores the achievement gap and the existing inequities that cause student failures, and the strategies that can be implemented to ensure student success. The study suggests that one of the primary predictors of student success is a child's social class. It is interesting that the research discussed in the article suggests that students who start from behind, rarely bridge the gaps caused by the inequities they experience, to succeed. Many of the strategies that are suggested to help bridge that gap all have two commonalities-funding and adequate resources. In many cases, we see in poorer school districts where technology is unavailable. Without the funding and access to adequate resources, those students who start from behind will remain behind.

Gustafsson-Wright, E., Osborne, S., and Sharma, A. (2021). How can real-time performance data lead to better education outcomes? Brookings, Retrieved from: <https://www.brookings.edu/blog/education-plus-development/2021/05/06/how-can-real-time-performance-data-lead-to-better-education-outcomes/>

This article describes the importance of using digital technology to collect and share educational performance data in real time. Having the ability to collect and share performance data through digital technology in real time is less time consuming and allows for changes to be made quickly and easily. This also allows for necessary resources to be disseminated in a timely manner to areas where it is needed most. The research does not assert that resources are disseminated quickly, but by having the data readily accessible, it does allow for those provisions to be made by the school systems, federal and local governments, and other funders in a timely manner.

Herold, B. (2020). The Disparities in Remote Learning under Coronavirus (in charts)
Retrieved from: <https://www.edweek.org/technology/the-disparities-in-remote-learning-under-coronavirus-in-charts/2020/04>

This article analyzes data collected on the engagement of students in remote learning during the Coronavirus, in various school systems in America. Utilizing the data provided by school leaders, you can see the percentage of students who not only had access to technology, but also those who did not have access and whether they were engaged in remote learning during the pandemic. The article points out that the pandemic has pulled back the veil that seemed to have hidden the great disparities that has existed in our school systems and gone unaddressed over the years. The fact that many students do not have access to technology but had to them pivot from in person to online learning, did not only create greater disparities in learning but also created a rise in the lack of engagement of many students, especially in high poverty areas.

Högberg, B. (2019). Educational policies and social inequality in well-being among young adults. *British Journal of Sociology of Education*, 40:5, 664-681, DOI: [10.1080/01425692.2019.1576119](https://doi.org/10.1080/01425692.2019.1576119)

This study looks at educational policies in Europe and the impact that those policies have on social-emotional well-being. This comparative research of multiple European countries and the inequalities that exist due to the educational policies, analyzes the interrelationships between educational policies, social backgrounds, and well-being. The data collected and shared across European countries using technology and their data systems allows for information to be shared in a manner that allows for quick analysis and review.

While this article does not speak on the primary use of technology during this research, the use of their data tracking system ESS is key to ensuring accessibility to all data collected through research and surveys.

Kim, J. (2018). Is technology driving educational inequality? Retrieved from: <https://www.insidehighered.com/digital-learning/blogs/technology-and-learning/technology-driving-educational-inequality>

This article discussed the changes many schools have made from in person learning to online learning over the last couple of years. While developing an online solution for learning is a great opportunity to meet the needs of all students both current and prospective, for many colleges and universities, the costs for developing and utilizing an online learning platform might pose a problem for many higher education settings. In this area, Kim's belief is that the inequality is obvious. As Kim poses the question as to whether it is time to focus on the inequality that exists in digital learning, we need to ensure that we find ways to provide funding and resources to bridge any gap that this method of learning may cause.

Madathil. V. (2019). Technology's Role in Educational Inequality. Retrieved from: <https://medium.com/@madathilvisakh/technologys-role-educational-inequality-1f5b4329e8cc>

This article examines the role technology plays in educational equality in elementary and secondary education. It suggests that public school education has been riddled with educational inequalities prior to the technological boom, and with its implementation and usage in many areas, such as poorer schools, the educational inequality has become even greater. While the article points out several divisions that technology causes, it also discussed several ways in which to correct this division in the hopes of improving access and utilizing technology effectively.

Maxwell, D. (2000). Technology and Inequality Within the United States School Systems. *The Journal of Educational Thought (JET) / Revue De La Pensée Éducative*, 34(1), 43-57. Retrieved from <http://www.jstor.org/stable/23767141>

This article analyzes the impediments that cause inequality in access to technology for children from different backgrounds based on gender, race, and/or where they live. Since in the United States there are no mandates in place that require that every child be educated equally, it is no surprise that in many areas in America, access to technology is limited to specific groups.

Sun, J.C. and Metros, S.E. (2011). The Digital Divide and Its Impact on Academic Performance. *US-China Education Review A* 2, 153-161.

This article explores problems of the digital divide and its impact on academic performance of students. The study suggests that students who receive proper training in the use of technology have higher academic performance outcomes. The article goes even further to discuss other factors that impact student performance and while the use of technology is linked to socio-economic status and academic performance, using technology to improve student performance should be determined by the educators. The suggestion is also that educators should try to identify whether the cause of low or high academic achievement directly results from technology use, and how technology usage interacts with and affects other factors. In addition, the question of whether socio-economic status may affect one's future career opportunities is also discussed in this article.

Walter, E. (2017). Does technology exacerbate educational inequality. Retrieved from: <https://whyy.org/articles/essay-does-technology-exacerbate-educational-inequality/>

This article focuses on the importance of technology in the classroom. Eric Walter has curated opinions from various educators in both the academic and vocational setting. These educators all agree that training both educators and students on the use of technology is the key to successful utilization of technology in the classroom.

Zosh, J.M., Meyer, M., Radesky, J., Michnick Golinkoff, R. and Hirsh-Pasek, K. (2021). Looking for an educational life raft? Apps may not be the answer. Brookings, Retrieved from: <https://www.brookings.edu/blog/education-plus-development/2021/03/22/looking-for-an-educational-life-raft-apps-may-not-be-the-answer/>

The last year pushed classrooms from in person to online in such a short span of time that many school districts turned to apps to supplement the work they needed to readily provide students in remote classrooms. While many had face to face meetings, the use of apps as part of the curriculum became part and parcel to learning in a remote setting. This article discusses how many of these apps contributed to the decline in student engagement, because students became more distracted by the popups that were embedded into many of the online apps being used. The article, however, does not speak to the fact that many students who were disengaged might not have had access to the technology needed to engage in the apps used to begin with.