

COVID-19 and EdTech Commentaries

These articles provide excellent insight into the risks of EdTech overuse during the COVID-19 pandemic.

[Disrupt education? No thanks.](#)

Fair Observer

August 12, 2020

Reasons to read: Dr. Criscillia Benford explains how our schools are designed to care for children in ways that EdTech cannot, and how EdTech companies extract tremendous amounts of information about children (calling it data-driven "personalization") and use it to gamify education in ways that don't promote learning or healthy learning habits.

[Ed Tech Cashes in on the Pandemic](#)

The American Prospect

August 10, 2020.

Reasons to read: In this article, Gayle Greene chronicles how, for decades, the EdTech industry has been pushing into public schools, convincing districts to invest in tablets, software, online programs, and assessment tools. As a result, EdTech threatens to privatize education not only by redirecting federal funding to private companies, but by removing major decisions about goals and methods from the teachers.

[Monetizing Children's Brains Means the End of Our Species](#)

Fair Observer

August 24, 2020

Reasons to read: In this companion piece to Dr. Criscillia Benford's critique of educational technology (EdTech), biophysicist Dr. William Softky identifies and explores 10 principles for learning grounded in neuroscience. It's a fascinating read into the brain science of how children learn best (spoiler alert: it doesn't involve EdTech!)

[Issues to Consider Before Adopting a Digital Platform or Learning Program](#)

National Education Policy Center

September 24, 2020

Reasons to read: "These three briefs detail how digital platforms and learning programs can distort curriculum, teaching, and assessments, threaten student privacy, and undermine data security. They identify key issues for school leaders to consider before adopting digital programs."

[Is Learning "Lost" When Kids Are Out of School?](#)

Boston Globe

Sept. 6, 2020

Reasons to read: In this important essay, Alfie Kohn challenges the basic premise of most EdTech purveyors, namely that meaningful learning -- rather than simply test-focused instruction -- can occur through use of EdTech products.