



STATE OF ALABAMA  
DEPARTMENT OF EDUCATION



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## Alabama Joins Ambitious Nationwide Effort to Figure Out What EdTech Works, Where, and Why

*Educators in three states will track and document their experiences with technology through a public-private initiative launched by UVA-affiliated EdTech Evidence Exchange*

**Montgomery, Ala.** – The EdTech Evidence Exchange, a nonprofit affiliated with the University of Virginia's School of Education and Human Development, today announced that Alabama has joined the inaugural cohort of its initiative to help educators share data about what technology works, where, and why.

Joining Utah and Nevada, the state will enable its educators to share insights through the EdTech Evidence Exchange Platform, a tool that will empower hundreds of thousands of educators nationwide to learn from each other's experiences using thousands of education technology products.

"Currently, most of our information on the effectiveness of edtech tools comes from online research, vendor presentations, and collaboration at conferences. Now, collecting data on the experiences of using technology from educators across the nation allows ALSDE to benefit from their insight, experience, and perspective," said Joe Goble, administrator of education technology for the Alabama State Department of Education (ALSDE). "We have high expectations in Alabama; from making sure Computer Science is available in all high schools, to establishing STEM labs across the state. This partnership now allows us to cast a wider net and gain relevant information from colleagues and professional peers who are also in the business of advancing public education and increasing academic outcomes in all academic areas, particularly reading and mathematics."

Before the pandemic, the U.S. was [spending](#) between \$25 and \$41 billion per year on education technology, with approximately half of it then being used ineffectively, materially underused, or unused entirely. A key cause of this ongoing waste is that schools and districts currently lack the incentive and mechanisms necessary to learn from each other's experiences.

To address this challenge, the EdTech Evidence Exchange is working to collect data from a representative sample of educators nationwide who each report on their experiences using technology and also describe the environment in which that technology is implemented.

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*Alabama Joins Ambitious Nationwide Effort – EdTech Exchange*

They do this using the tools developed through the [EdTech Genome Project](#) in a way that makes it possible for other educators to sift through each other’s feedback based on contextual relevance. When this work scales, it will make it possible for educators to learn from the experiences of others working in similar contexts — an approach with the potential to save billions of dollars and lead to dramatic improvements in student learning outcomes.

“When used properly, education technology can support great teaching and learning in ways that are equitable, empowering, and inspiring,” said Bart Epstein, Co-Founder and CEO of the EdTech Evidence Exchange. “Our partners in Alabama and around the country are setting an example for the ways that state leaders can bring data and educator insights to bear on solving one of the most vexing challenges in education.”

With support from philanthropic and social impact organizations including Carnegie Corporation of New York, the Chan Zuckerberg Initiative, and Strada Education Network, the EdTech Evidence Exchange taps educator insights to help schools make better-informed decisions about education technology.

The insights from these three pilot states will enable thousands of teachers and administrators to share insights with others in similar contexts through the EdTech Evidence Exchange Platform — with the goal of helping educators nationwide learn from one another at scale.

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