

# DIGITAL WORKLOAD

Understand the additional workload of digital tools

## CHECKLIST

| Item  | Description   | Notes |
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| <b>#1. Have you considered if the app or platform really saves time for educators/carers?</b> | <p><b>Does using the app/platform involve additional tasks for your educators/carers?</b> Replacing a paper-based system of tracking nappy changes for a digital platform would probably not take much time, but a tool requiring educators to perform additional tasks (such as uploading photos of the children) may increase their workload and reduce their time spent with children.</p> <p><b>Does the app/platform impact the educators' routines and teaching in a positive manner?</b> Edtech tools are supposed to streamline routines or enhance them in a positive manner for educators. For example, edtech should increase the time educators spend interacting with the children rather than reducing it.</p> <p><b>Are there new problems that educators will need to address by using the new app/platform?</b> Sometimes edtech poses new problems that educators must tackle. For instance, sharing photos with parents may provide issues when some parents do not consent for the photos of their children to be shared. <a href="#">See also our checklist on data privacy.</a></p> |       |
| <b>#2. Are extra training or skills required for educators?</b>                               | <p><b>Does the company provide training/tutorials for the educators to familiarise themselves with the platform?</b> It may be helpful if the company offers complimentary training for educators. As long as training is not provided in the context of marketing, it may make the induction process smoother and more efficient. If all educators are familiar with the app, it may save time down the line.</p> <p><b>Can the educators afford time to complete the training without compromising their time on teaching or other student/child-related activities?</b> Ideally training should take place during working hours, but it should not take away the time educators spend with the children. Consider employing replacement educators so staff can attend training.</p>  |       |

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| <b>#3. Are there ways to reduce to risks of overloading your teachers and educators?</b>                              | <p><b>Does the app/platform have a responsive helpline when issues occur?</b> Technology does not always work as expected, in which case an accessible helpline that operates during your centre's hours of activity is essential.</p> <p><b>Have you checked how many apps or platforms that your educators are using for their work?</b> A wide variety of platforms not only means that educators must switch between different apps, but they would also need to familiarise themselves with all these different apps.</p>   |  |
| <b>#4. Have you considered additional workload of digital communication with parents through the app or platform?</b> | <p><b>Are parents aware of the expected time they need to spend when opting in for the app/platform?</b> Often times parents would need to provide information and or updates about their children on the platforms. It is important to verify how much information they would need to provide and to communicate this clearly with parents during the onboarding process.</p> <p><b>Have you set out expectations with parents about how often they receive updates and communication on the app/platform?</b> Technology facilitates quick and easy communication with parents. However, it also raises the expectation that educators are responsive to queries. It is important to inform parents about the way your Centre communicates with them and what they can reasonably expect from your educators. This relates not only to the frequency and time of communication, but also, for instance, how many photos of their children they may expect to see on a specific platform.</p> |  |