

How to manage a technical crisis

How can we manage the inevitable technical crises associated with using digital materials? CITES EdTech consultant, Al Weiss, suggests there are things we can do to minimise the disruption of technology failure:

Know what is a problem (whether it is a learner or a technology issue): Make sure you understand how the learning materials work, and that you have explored the materials yourself, before the students use them.

Have a backup plan: If you know the main learning focus and are clear on the reason for using the digital material, you may be able to swap your original choice for a different digital resource or a non-digital resource, activity or experience. If you have time, you could contact your student's teacher for advice or alternative resources/activities, especially if you have thoroughly checked the focus and purpose of the activity in advance and are clear on the expected learning outcomes.

Be proactive: Make sure you have experienced the digital learning materials yourself before you work with the students (as much as time allows). If you are comfortable and familiar with the digital learning materials, it is more likely that you will be able to solve any minor problems and assist your students with any difficulties they may experience.

Be prepared for the unexpected: The more comfortable you are working with digital materials and with digital technology, the more likely it is that you will be able to effectively support students in their use of digital learning materials. Confidence grows with experience and the more confident you feel the less likely it is you'll be overwhelmed by issues that arise unexpectedly.

If you would like to read Weiss's discussion in more detail, you can find it here:



[Educational technologies: When Things Go Wrong](#)

One of the most important things to do when technology fails for whatever reason is to contact the student's teacher (immediately if possible, or as soon as possible after the problem has been fixed). If there are disruptions to learning activities that could possibly lead to delays in completing set tasks or to causing gaps in learning, the teacher needs to know immediately. Additionally, if there is a larger problem - the URL doesn't work or the resource has been corrupted or moved - the teacher needs to know so that alternative materials can be found and provided.

Want to find out more?

These short articles discuss the importance of having contingency plans when working with technology:



[Being Prepared for Technology Snow Days](#)