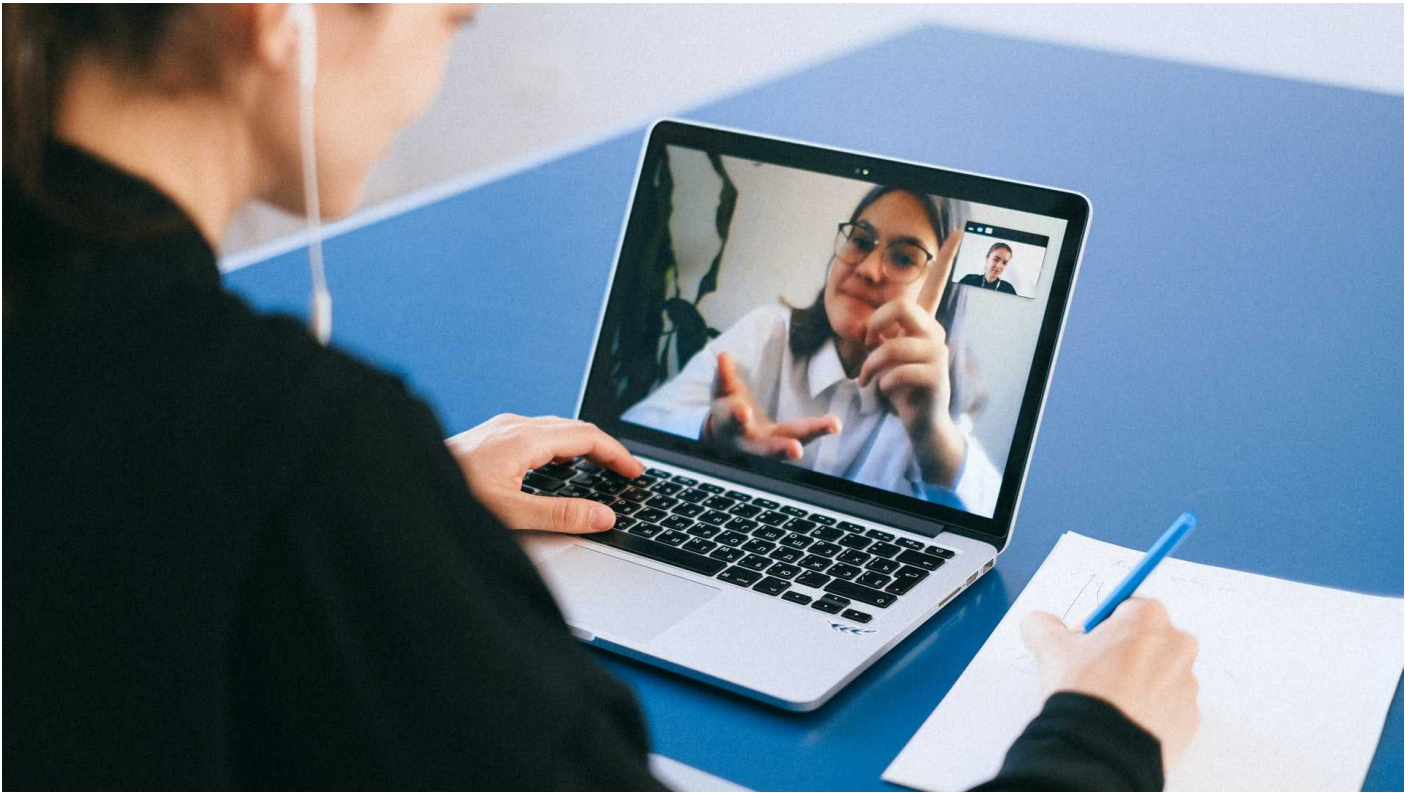# Digital education leader says technology gives teachers "superpowers"

Given an **educational outlook of constant change,** the use of **technology in learning models** is showing its ability to **adapt and transform the classroom,** as well as **support teachers.**

During the **2022 National Teachers' Conference**, Matthew Rascoff, leader of the **Digital Education** team at **Stanford University** and the **Duke Learning Innovation** team, shared this information with **Tec teachers**.

The **Digital Education** team leader also said that **technology is not here to replace teachers,** but to help them with their work.

"**Technology gives teachers educational superpowers,"** said Rascoff, who emphasized that the technology also allows academics and universities to reach more students.

During his lecture, the founder of the **Office of Technology-Based Learning and Innovation** at the University of North Carolina explained **how technology can be used in today's college classrooms.**

Matthew Rascoff habla sobre el futuro de la tecnología educativa width="775" loading="lazy">
Technology increasing the capacity of educational coverage

Matthew Rascoff thinks it is possible to design learning spaces with technology, which can be seen from an architectural point of view.

Taking **Coursera** as an example, he said it was a **growing structure** due to its **increase in users from 2016** (21 million), to now (more than 100 million).

The academic said this poses a **risk to smaller higher education institutions teaching in a traditional manner**, which in his study show a **decline in enrollment since 2018,** in the United States at least.

"Technology gives teachers educational superpowers."- Matthew Rascoff

However, he said that universities do have options such as the one developed by Stanford during the COVID-19 pandemic. "[**Code in Place**]()," is a learning model that aims to **transform the teaching capacity of a residential (physical)** university by maximizing the reach of its courses.

*"With this vision in mind, we can **retain the community benefits of small learning spaces alongside (digital) networks that operate on a large scale**,"* Rascoff said.

The Stanford model is based on a **hybrid learning structure** in which **students learn in groups of ten** under a "section leader," who are in turn guided in groups of 20 by a "teaching leader."

La tecnología en el aula width="900" loading="lazy">

He said that this course structure was **able to reach more than 12,000 students**, **allowing teachers to cover a larger number of students** than they would have been able to in a traditional classroom.

The expert refers to this model as the **"mezzo scale of learning,"** falling between the **"micro" scale of traditional classroom teaching** and the **"mega" scale of online teaching.**

According to Professor Matthew, the **mezzo scale of learning** has **four important characteristics**:

- *A combination of **asynchronous and synchronous** elements*
- *Guided by **human teachers capable of assisting students** through the use of different tools*
- *Based on **pre-existing learning communities**, using learning technology platforms to reach more students*
- *Offers **research** opportunities*

Futuro de la tecnología en la educación app width="736" loading="lazy"> **Technology is there to support, not replace teachers**

Rascoff believes the **Code in Place** experience is invaluable because it also offered the **opportunity to develop a machine-learning algorithm** to provide **feedback to participating teacher-trainers.**

It allowed them to measure the activity of students and teachers in class.

"This **technology** not only helped them **improve their performance with students** but also provided an analysis of the transcript for each session to **improve active learning principles and the implementation of their courses**," said the researcher.

Matthew Rascoff highlighted the potential for technology to improve the performance of teachers and the ability this offers people to continue **performing their tasks** in a better way.

According to Rascoff, "**human-in-the-loop**" technology helps both students and educators **improve their engagement and the feedback they receive**.

The Stanford researcher invited teachers to take the first step and **look into platforms such as TeachFx** and artificial intelligence technology that will help them **to give classes that include more conversation and student learning**.

Futuro de la tecnología en la educación en modelo de aprendizaje width="756" loading="lazy">
National Teachers' Conference (RNP)

Tec de Monterrey's RNP is an annual event at which professors from the 25 campuses, **EGADE Business School**, and the **School of Government and Public Transformation** meet to discuss education issues.

*"The heart of Tecnológico de Monterrey is its faculty. That's why the **National Teachers' Conference is of great value to our community**,"* said Juan Pablo Murra, Rector of Undergraduate and Graduate Studies.

*"Teachers **share their inspirations, conversations, and collaborations to spot new opportunities and best practices**,"* he added.

After completing his undergraduate studies at **Columbia University**, Matthew Rascoff graduated from **Bo?aziç University in Istanbul** and obtained an MBA from **Harvard Business School.**

Matthew helped launch the **strategy group at ITHAKA**, a higher education technology business incubator (now Ithaka S+R), and has experience with **Google and JSTOR,** among others.

YOU MAY ALSO BE INTERESTED IN:

https://conecta.tec.mx/en/news/national/education/generation-z-and-challenges-their-university-education