Five Minute EdTech Friction Audit

Choose one lesson, routine, or proposed tool. Use brief notes to decide what to simplify or test. This is a first-pass planning check, not a technology approval.

Tool or routine: Grade or team: Date:

1 Name the learning need

What should students learn or do? What observable problem gets in the way?

Students need to:

I have noticed:

2 Check what you already have

Could an existing approved tool, a clearer routine, or paper handle this?

Existing option:

Replace or remove:

3 Notice access and workload

Consider extra logins, clicks, device access, learning supports, and duplicate entry.

Main barrier and access option:

Setup: min Upkeep: min/week Person doing the work:

4 Check student data and permission

Student data shared and destination, if any:

Approval, data handling, and access supports (circle): Confirmed / Needs review

If any item is unresolved, pause the new use and ask the appropriate school reviewer. This sheet does not authorize a tool. Do not put student names or identifying details here.

5 Define a small test

One change to try and where:

Current evidence: Improvement to look for:

Workload limit: Fallback if the test fails:

6 Choose the next step

Circle one: Simplify / Test / Keep or adopt / Skip / Pause for review

Keep or adopt only after useful evidence and required approvals. Otherwise, test first.

Next action and owner: Revisit on:

At the revisit: compare the evidence, ask who still faced barriers, and decide whether to keep, adjust, or stop the change. See the completed example on page 2.

Simplifying the start of a lesson

Fictional grade 7 example. The situation, numbers, and targets below illustrate how to use the audit; they are not measured results from a school.

1 Name the learning need

Students need to compare two explanations and select the one best supported by evidence. In a sample class of 24, eight students still have not opened the correct materials after three minutes. Directions and links are in three locations.

2 Check what you already have

The existing approved learning platform can hold one consistently named lesson post with the directions, both readings, and the first question. This would replace directions scattered across an announcement, an email, and a separate document. No additional app is needed.

3 Notice access and workload

The main barrier is finding the right starting point. Use a predictable post title and demonstrate it once. Offer the same directions and readings on paper when needed, and confirm that agreed learning supports work with the materials. Estimate 10 minutes of setup and no more than five minutes of extra upkeep per week, handled by the classroom teacher.

4 Check student data and permission

The proposed change does not send student information to a new service. In this example, the school has confirmed the existing platform use and access supports. That is an assumption for this example, not a claim about any specific platform or district.

5 Define a small test

Try the single lesson post with one class for five lessons. Starting point: 16 of 24 students reached the correct materials within three minutes. Target: at least 22 of 24 within two minutes on four of the five lessons. Also check that students can complete the evidence-comparison task; opening a file is not proof of learning.

Record aggregate counts, not student names, on the audit. Stay within the workload estimate above. If students cannot use the post, provide the printed directions and readings while the access problem is addressed.

6 Choose the next step

Decision: Simplify. The classroom teacher will build the single post and review the five-lesson trial the following Friday. At that review, compare start-time counts, examine the student work, and check the workload and access notes before keeping or adjusting the routine. No outcome is assumed in advance.

Using the blank audit

Print page 1 for each review, or replace the response lines in the editable Word copy. Use it alone, in a coaching conversation, or during a team meeting. Five minutes is a design target, not a tested completion time. Follow-up checks may take longer.

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