



# The changing discourse of EdTech: a decade of transformation of the relationship between education and technology in higher education

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## ***Abstract***

Rapidly evolving informational technologies have created great opportunities for students and teachers, but in doing so, they have also impacted upon all aspects of higher education (HE) learning and teaching. While the education community has made great efforts to facilitate this transformation, it will be beneficial to examine the phenomenon from different perspectives in order to gain a deeper understanding of it, and of how the education technology (EdTech) discourse has evolved. This article explores the transformative journey of EdTech integration in HE by analysing the narratives of students and teachers in HE, along with those of EdTech programmers and sales staff in attendance at the UK Bett Show, a global conference dedicated to educational technologies, from 2014 to 2024. This decade-long case study of the worldwide EdTech community highlights the key trends in the changing discourse of the relationship between education and technology, and offers educators different strategies to deal with this transformation in their teaching/learning practices. By positioning EdTech as a cornerstone of future educational objectives, the study contributes to the wider discourse on preparing higher education for future developments, thus fostering an environment of innovation and inclusivity.

**Keywords:** digital transformation; education technology; EdTech discourse; future of education.

## ***Introduction: technology for education, or education for technology?***

The discourse on the interplay between technology and education centres on the inherent tensions between academic traditions and the rapid development and emergence of new educational tools. While these tools often demand specialised skills, they also open up fresh avenues that challenge the conventional methods of learning and teaching. The relationship between education and EdTech is underscored by the evolving nature of knowledge and the role of higher education, which are no longer stable, as they are now constantly changing (Bengtson, 2018).

The growing body of educational research has provided a diverse range of models to explain the ongoing evolution of the relationship between education and technology. Scholars formulate their views on this process by examining the emerging literature through a meta-analysis (Arnold and Sangrà, 2018), studying the history of the topic (Tight, 2023), or investigating specific aspects of learning development (Syska and Buckley, 2023). The thematic analysis of articles published in specialised international journals from 2004 to 2017 which was conducted by Marín and his team (Marín et al., 2018) confirmed the increasing attention being paid to EdTech. At present, although the interplay between education and technology is widely recognised, further research is still needed to explore the inner workings and dynamics of this relationship. The key question remains: is technology the primary driver transforming education, or is education shaping the development of technology?

Analysis of the relationship between technology and education requires an advanced research methodology, which may be constructed by integrating diverse methods such as bibliometrics, brainstorming, futures wheel, and scenarios. Adopting a mixed-methods approach enables researchers to synthesise published knowledge with the insights of a diverse group of experts from fields including computer engineering, production engineering, public management, architecture, urbanism, and design (Barbosa et al., 2022). This collaboration extends beyond the traditional participants in educational research and EdTech while remaining within the academic sphere. An emergent innovative method involves the use of 'speculative methods' to explore higher education's potential futures in a creative, non-prescriptive manner (Bayne and Ross, 2024, p.1). This

approach is particularly valuable in examining the changing narratives of the relationship between education and EdTech through an academic lens.

The transformation in the relationship between education and EdTech remains a pertinent and enduring topic. Most scholars have examined the future of EdTech and education independently, often considering a single point of view, typically from academia or the IT industry. The present project aims to bridge the existing gaps in the educational research by examining the significant shifts within this relationship from a range of perspectives found within the educational community, including those of educators, students, EdTech specialists, engineers, managers, and advocates for new technologies. The article contends that a comprehensive understanding of this relationship can be gleaned through observing real interactions among members of these diverse groups during key events in the educational context. More specifically, the goal of this work is to evaluate how EdTech narratives have changed over the past ten years by evaluating materials from the Bett Show in London, a global conference dedicated to educational technologies.

### ***Case study: the Bett Show in London***

The case study explored in this paper is the 'Bett in the UK' EdTech conference. For over 35 years, Bett has served as a hub for the global EdTech community by hosting webinars, offering professional development courses, and featuring articles from leading educational thinkers. Each year, Bett selects a theme reflecting the most pressing educational concerns of the time, and aims to showcase the latest advances to have reached classrooms, schools, universities, and teachers. The organisers use the Bett platform to actively explore emerging horizons in educational processes by facilitating discussions across various forums. Recurring topics have included online learning, computer games, 3D printing, cybersecurity, and inclusive education. However, following the pandemic, Bett 2022 made a focused effort to analyse the profound impacts of the lockdowns, prompting a deeper exploration of more human-centric approaches in online technology interactions, along with the prospective developments in artificial intelligence (AI).

With this study searching for new knowledge in EdTech that is capable of supporting hybrid teaching, it was drawn to the Bett Show, and more importantly, to the community

which has been looking at the relationship between education and technology from different angles since 1985. The Bett Show is a suitable case study for this research project due to its long-term, ongoing nature and intensive focus on communication. The participants in a series of events expressed their diverse ideas, reflecting on the show environment and their own interpretations of emerging meaning.

### ***Our methodological approach***

The research question this paper seeks to answer is as follows: what have the key changes in the education-technology relationship been from 2014 to 2024? The question is addressed via insights drawn from the Bett Show, in a study focused on exploring the subjective meanings associated with changes in the relationship between technologies and education, as perceived by a diverse group of individuals, including active students, teachers, educators, tech developers, and education managers. Following the explanation proposed by Hesse-Biber (2017, p. 29), the present study assumes that the social world is constantly being constructed through group interactions, and can only be understood through the perspectives of the social actors involved in creating meaning. From an ontological perspective, education can be seen as the process of communication between all the stakeholders involved in producing and delivering knowledge. Each individual and group creates their own interpretation of what education means to them; more importantly, they implement their respective visions through their everyday work. The tech developers creating new technologies for education aim to address educational needs in their work, and to meet the demands of different groups. On the one hand, this group mirrors existing educational needs, but on the other hand, by creating new products they also influence the new needs which emerge.

Initially, this study collected all the printed leaflets and programmes from the 2014 to 2024 Bett Shows. These texts were then analysed to understand the main ideas pertaining to the relationship between education and technology from the perspective of its organisers. The organisers paid close attention to the needs of the participants and reflected on their feedback by amending the content of the following year's show or directly presenting new EdTech implementations. The initial coding of the programmes was used to perform comparisons with the coding of visual materials.

A preliminary online search of information about the Bett Shows showed that the available data was generally in the form of written text or YouTube videos. Analysing each type of information has its advantages and disadvantages (Silverman, 2011). Visual information can be difficult to process, but the messages in these particular videos were quite precise and focused. Most of the videos were very focused on transmitting as much information as possible in as little time as possible. This compression can be taken as a sign of the new era of communication, which is marked by an endless battle for people's time and attention.

At the beginning of our research, through an application programming interface (API), by using #bett, 43,359 YouTube videos were identified. The next step in the selection of information related to the content and popularity of the Bett videos. For the purpose of the analysis, only videos discussing the goals of education and its future development, and which had been produced between 2014 and 2024, were included in the sample. The available online information on Bett has rapidly grown from 2014 to 2024, and recent years are presented more fully due to the archiving of some information from 2014 to 2019. To optimise the diversity of materials from each year selected for investigation, it was therefore decided to select between five and ten videos from each year. As a result, 67 YouTube videos with content from the Bett Show in London were selected and transcribed. The selected YouTube videos showcase the diverse perspectives of the participants. More specifically, 52% of the videos were produced by the Bett Show organisers, who aimed to provide a platform for the sharing of ideas across all participant groups. Another 26% of the sampled videos were created by EdTech companies, promoting the significance and utility of their products for teachers and students in higher education. The remaining 22% of the videos were produced by various teacher associations and educational communities. All the quotes included in the text which follows are derived directly from the video transcripts.

As the premier software for qualitative data analysis, NVivo was used to demonstrate word frequencies and relations between NVivo codes, but following grounded theory, codes were also created manually using different coding techniques, both to help to verify the coding procedure and to ensure the emergence of new patterns related to the theoretical approach.

## ***Key trends in changing narratives: 2014 to 2024***

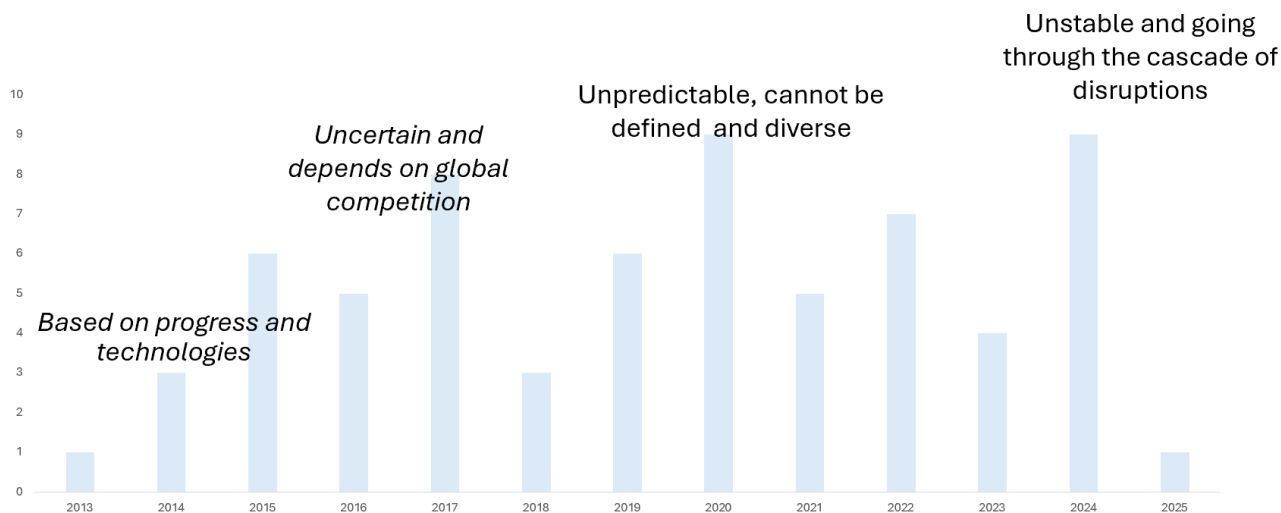
The initial analysis confirmed the importance of implementing a mixed-method approach, which combines the frequency distributions of manually generated codes with qualitative analysis of the investigated narratives. This analysis revealed key trends across four principal areas: 1) visions of the future; 2) education's adaptation to changes; 3) the role of EdTech; and 4) the skills future employees will require.

While the exploration revealed distinct trends in how education responds to changes and the role of EdTech in shaping future prospects, the interpretation of these trends tended towards a linear perspective. However, it is important to recognise that complex social processes evolve at varying rates across different nations and organisations, and also among individual participants at the Bett conference. The approach to summarising this data therefore carefully pinpointed the crucial themes while also considering the diverse range of experiences and viewpoints present.

### **Images of the future**

Following the theoretical standpoint that education should prepare students for the future (Abbas et al., 2016; Bayne and Ross, 2024), the study analysed how the Bett Show participants imagined the future, and how their predictions had evolved over the decade. Figure 1 shows the frequency distribution of the code 'future' and quotations included in the NVivo analysis, describing the main narrative as an example. In 2014–2015, the image of the future was strongly connected with ideas of progress and technologies as the main drivers of development and prosperity. In 2016–2017, the focus began to change to acknowledge the global world. Technology remained at the core of the perspective of the future, but attention being paid to the global influence on higher education increased. A relatively new narrative emerged that education should prepare students to use technology on a global stage, a task which brought significant uncertainty.

**Figure 1. Images of the future.**



Selected quotes from the Bett Show videos are presented below, with comments on the main points of the material analysed:

I want our next generation to have the skills to compete in the global jobs market, so that’s why we put in place ... a computing curriculum that gives them, our students, the basic building blocks, but also seems to give them specialist knowledge too. (2016, HE representative)

The pandemic sparked fear and ignited the narratives of the unpredictability of future lives as one of HE representatives pointed out:

I think we ought to be giving them [our students] a more optimistic and more hopeful view about how technology and society can work together. (2020, HE representative)

After the pandemic, the Bett participants agreed that government measures to prevent future viruses from spreading had boosted digital development in many realms of everyday life. The digital experience of most of the population has now changed, along with everyday life and society, in ways that may not yet have been fully grasped:

That means the future or the destination that we're shaping students for is becoming less and less clear. (2020, EdTech business representative)

The unpredictability of the future was intertwined with the question of the extent to which digitalisation would persist in future life. Will the digital tools and infrastructure we use in everyday life remain the same, will they expand, or will they perhaps start to diminish? The number of companies presenting their products for education at the Bett Show significantly increased after the pandemic, but the attention of educators seemed to widen, and to lack a strong shared focus.

The brief period of optimism was replaced by an understanding that 'the world is unstable and going through a cascade of disruptions' (2023, EdTech business representative)

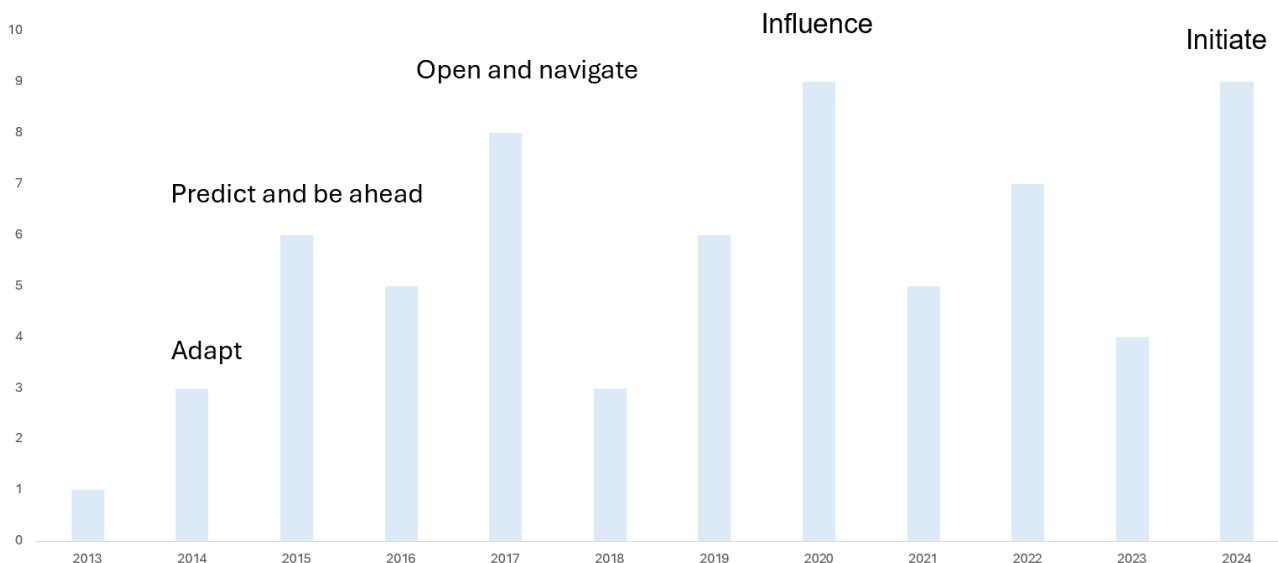
The discussions held by the participants at Bett and similar forums over the years evolved from theoretical exchanges to addressing urgent crises and demanding swift, proactive solutions. These discussions emphasised the need to develop advanced learning skills over the mere utilisation of technology to access existing educational content.

Furthermore, text-based EdTech is now being leveraged not just to enhance, but to fundamentally transform, both the content and the methods of learning, with the aim of optimising educational outcomes.

Despite these advances, the core question remains unchanged: how can education equip students for a future that has shifted from being predictable and expected to one that is unpredictable and demands proactive, rather than reactive, responses?

### **Education's response to changes**

The narratives about the education sector's reaction to rapidly-emerging changes followed a similar trend to those of the changing images of the future (see Figure 2). Figure 2 illustrates the frequency distribution of the code 'changes' and the quotations included in the NVivo analysis describe aspects of the main narrative as examples.

**Figure 2. Education sector's response to changes.**

According to the Bett participants' opinions, in around 2014, the education sector aimed to adapt to rapid technological changes and to integrate them into the knowledge being provided. Then, in around 2015, the main narratives focused on predicting these developments and giving students the knowledge they need to 'be ahead of these changes' (2017, HE representative). The idea that changes could be predicted was later challenged and replaced by teaching students to openly accept them and take part in their navigation:

We can't predict the next ten years, let alone the lifetime that we're preparing them for, but to adapt to change they will always need the ability to look at the world differently. (2017, HE representative)

Students' acceptance of, and openness to, future changes in society and the job market was mentioned as a central goal of education. Education providing influential tools for future changes can be seen as the next step in the transformation of the relationship between education and technology. One of the participants at Bett 2020 expressed the idea that the choices of model of education and the technology selected for teaching/learning each influence the future of society:

So, one of the things that we know for sure, right now, is what the future of learning is going to look like, because it's not in the future, it's right now. (2020, HE representative)

The selection of current educational tools can shape future life, as the COVID-19 lockdowns demonstrated. The effectiveness of online EdTech in turn influenced the quality of the labour force which was being educated around the time of the pandemic. The idea of a navigation of the future was supported by a wide range of advertised educational technologies, and also arose in discussions of the importance for particular institutions to make the right choices.

The further development of ideas about educational goals saw a transformation from an emphasis on navigation to a focus on influence, and finished with the notion of initiating these changes. The main questions debated among the Bett participants evolved in their preoccupations from ideas of possibilities to influencing the future, and ultimately to the understanding that students should be ready to initiate productive changes:

A broader challenge is if students are learning the skills and knowledge they need for now and the future? What skills are needed to transform our societies and economies? (2023, HE representative)

From the perspectives of many of the Bett participants, modern education does not passively follow the needs arising from the predicted changes, but actively prepares students to initiate these changes.

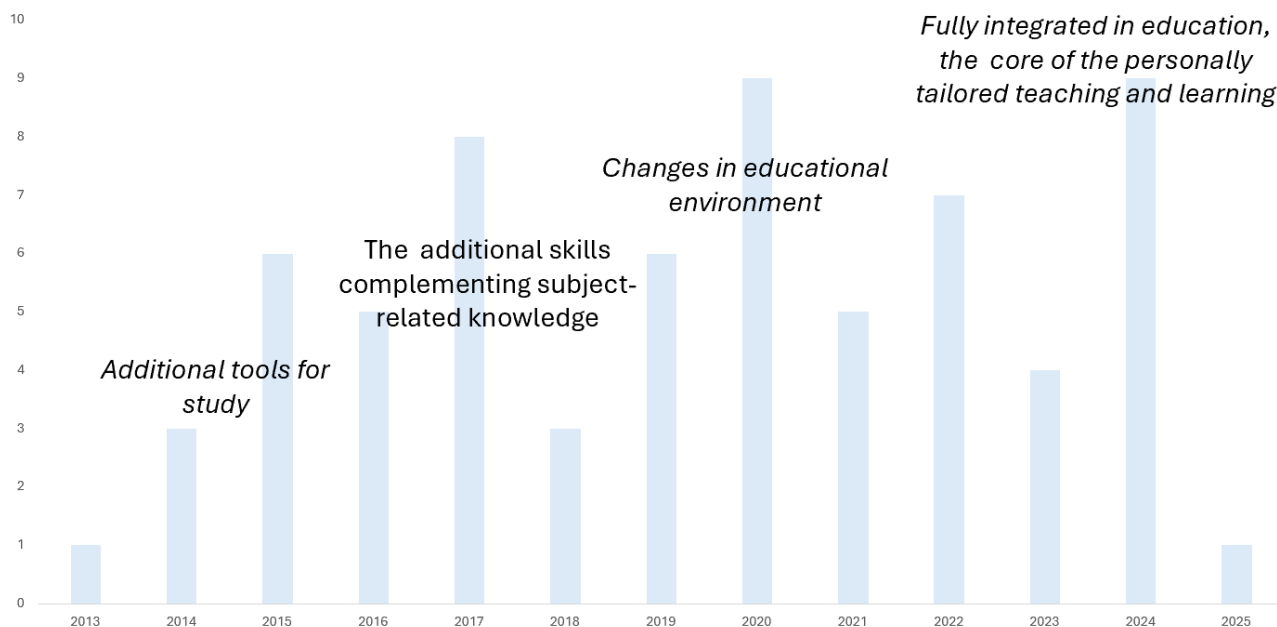
### **The role of technology in education**

The relationship between technology and education is constantly evolving (see Figure 3). Figure 3 also presents the frequency distribution of the code 'role of EdTech', and includes some quotations from the main narrative as examples.

On the one hand, EdTech itself is rapidly advancing, in line with the constant growth of technological capacities and performance in areas such as the speed and volume of data. On the other hand, the narratives show an ongoing transformation of education, with these

changes being rapidly reflected in the changing power balance between different elements of the teaching/learning process.

**Figure 3. The role of technology in education.**



In 2013–2014, EdTech products were advertised in the Bett Show materials as additional tools for study. These tools did not influence the content of subject-related knowledge, as they mostly focused on Information Technology and Computing courses.

The first show presented a vast range of physical and digital products aimed to help students to learn and teachers to teach, such as game-based learning, the management of lesson planning, feedback and observational data, offering to ‘[make it] easy for teachers to be able to share, capture, assess and report on student information’ and ‘making referencing easy’, along with mobile apps ‘where you scan a book, or a journal, barcode and it creates an academic reference for you’, and tools ‘helping you to learn how to design’, and so on. These examples show the desire of the participants to use something to make the education process more engaging and advanced.

Following the evaluation of images of the future and the reflection of education in these changes, this study found that the intended role of technology has also evolved.

Acknowledgement of the importance of EdTech in preparing students for the future was

related to a shift in understanding of the need to introduce new technology to students as part of a wider spectrum of disciplines. Although previous conceptions of digital competence mostly related to students studying Computing and some Science, Technology, Engineering and Mathematics (STEM) subjects, debates about the relationship between education and technology began to focus on the need for all students to learn digital skills for the future. The debate then expanded when new technologies were offered as part of learning on a variety of different courses as additional skills which had not previously been necessary, for example in the social sciences:

They offer courses designed to give students the skills that employers really want, including a suite of digital qualifications to complement the more traditional ones. (2016, HE representative)

The pandemic accelerated the implementation of technologies in education, and ignited the creation of new types of learning environments in which the teaching/learning process seems impossible to navigate without at least a basic knowledge of technology. Virtual reality, augmented reality, AI, and other forms of EdTech have enhanced education and created an environment where teachers, students, and technologies operate with a more equal power balance. These latest technologies have now become omnipresent in all stages of teaching/learning, and are at the core of the personally tailored teaching and learning approach which has begun to replace traditional large-class teaching methods. As one participant explained:

... every time a student is doing something online, they're creating data, and that data can be used to provide us with a huge input, for our machine learning models, to really create a fantastic picture of what students are doing ... and then take the next step to think about how we could make personalised suggestions and interventions. (2024, EdTech representative)

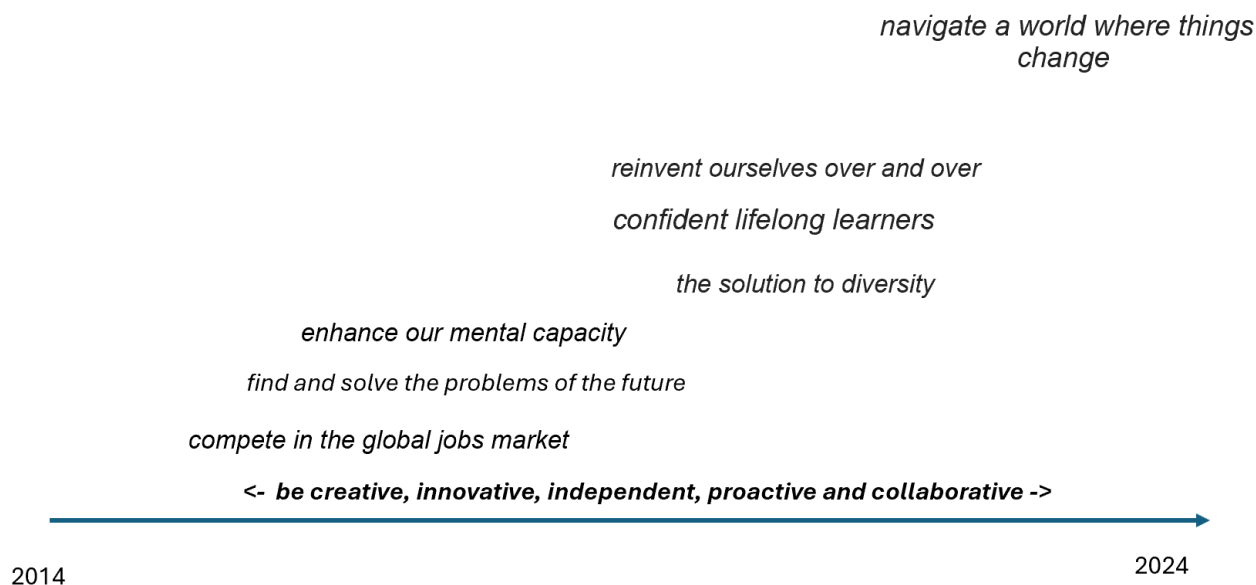
The EdTech products presented at the Bett Shows can be used as tools for numerous tasks, including selecting teaching materials, organising the timetable and learning process, presenting materials to students in the most effective form to foster their participation and mastering of the necessary skills, creating personalised learning

strategies, generating a wide range of assessments, providing feedback, and even assessing the overall suitability of students for further education or the job market.

### Skills required from future employees

The ongoing discussion about the relationship between education and technology constantly referred to the skills that would be required of students by their potential employers in the future. These narratives were the most diverse part of the analysis. Bearing in mind the goal of the study, the analysis focused on the skills which can be mastered by using EdTech. Figure 4, below, shows some examples of the main narratives which evolved during the timeline. The analysis of the narratives revealed two sets of skills which can be mastered by students (as future employees) through the partnership between technology and education.

**Figure 4. The skills required from future employees.**



The first set of narratives did not change significantly over the ten years. New forms of EdTech have been offered over the years as tools for mastering creativity, innovation, independent learning, proactivity, and collaboration. These skills were ever-present throughout 2014 to 2024 at varying levels of intensity, and were constantly mentioned, but with slightly altered meanings. The growth of technology had added complexity to them in some of the instances mentioned by the participants, for example:

The pedagogy in that class was entirely different because in a programming environment, there is no right or wrong answer. You are asked to fundamentally be creative, to be logical to, sort of visualise, if you will, the problem and solve the problem, that was it for me. (2015, EdTech business representative)

And:

What does 'Create The Future' mean to me? Well, to me, that phrase is all about empowerment, about allowing young people to be creators and not just consumers with technology. And, in that act of creation, we are preparing them for the future. (2022, HE representative).

Initially, the meaning of creativity in the narratives referred to the skills involved in using innovative EdTech. However, the focus later moved from using innovation to creating innovation and skills to selectively respond to different kinds of future challenges, such as pandemics or the implementation of AI solutions. This has led to the recent emergence of the subtle concepts of digital confidence and digital competence (Bancroft, Challen and Pearce, 2024).

Another example is collaboration skills, which have transformed from simply using the software supporting a group chat to engaging in a shared project which is accessible for all project members in real time from a technological perspective:

We are looking into how to get this virtual learning set up in a more productive way ...[for] all of the creations ... [and] even more collaboration and engagement to the classroom itself. (2022, EdTech business representative)

An additional line in the narratives refers to collaboration as a fundamental social skill which students must develop to be able to fulfil their potential job tasks in the future. As one of the HE representatives pointed out:

When we collaborate, when we have to communicate with each other, when we have to negotiate, when we have to align, we build fundamental social skills and the ability to communicate. (2020, HE representative)

The second set of skills revealed in the narratives is connected with the timeline and with images of the future (see Figure 4). Some of these skills featured in the discussion on global market competition, and its influence on the UK job market. The skills needed to find the solutions of the future, to remain open-minded, and to be ready to accept accelerated change, were all linked to the wider discussion of future uncertainty.

The presentations on different types of AI initiated discussions of mental capacity, reinvention, and even competition with robots in the future world. One of the participants highlighted that while AI has shaped the future, the education community is shaping the future of AI:

The next generation of AI is being shaped now in today's classrooms, where teachers and students are building curiosity and confidence, turning fear into fun, taking advantage of their natural affinity for hands-on and play-based learning, and building a foundation that lasts a lifetime. AI is shaping their world. They are shaping the future of AI. (2020, EdTech business representative)

The ongoing discussion of the role of Edtech in the creation of required future skills observed across the decade of Bett Shows coincides with the findings of recently published research (Li, 2024, p. 1711), which point out that '50% of all employees will need reskilling due to adopting new technology'. According to Li (2024), the most important key skills in reskilling and upskilling a future-ready workforce include analytical thinking/innovation and engaging in active learning and lifelong learning strategies. Successfully building the wide range of skills which will be required from students in the future depends on the sound development of the relationship between education and technology, and the abilities of teachers and students to reflect these changes.

## ***Conclusion: key trends from 2014 to 2024 and what next?***

The evaluation of these key narratives presented at the Bett Shows from 2014 to 2024 demonstrates a significant shift from a technology-centric narrative to an education-centric one. The evolving discourse illustrates the profound impact of new EdTech on teaching and learning. This finding reflects the broad societal acceptance and integration of new technology in education (Fischer, Lundin and Lindberg, 2020). Our analysis demonstrates how the power balance between teachers and students has been transformed, giving rise to a dynamic comprising three main agents of educational change: teachers, students, and EdTech tools. Over the past decade, these agents have become increasingly interconnected, and all three influence the educational process (Williams, Windle and Wharrad, 2020).

However, as was noted by the Bett participants, education is not merely a passive receiver of EdTech innovation. The innovation depends on the active users who evaluate the current technology and teach potential new users to implement it. Education as a field is moving away from merely acting as a repository of knowledge and towards becoming an intentional creator of future knowledge (Abegglen et al., 2023). This transformation signifies a shift from preparing students for a pre-determined future to actively engaging them in creating and shaping that future (Zhao, 2019). Emerging EdTech continuously prompts revisions in pedagogical approaches, ensuring that the focus remains steadfastly on pedagogy rather than on technology for its own sake. This evolution underscores the importance of adapting teaching methods in order to harness the full potential of technological advances, for both teachers and students.

As EdTech has progressed, the analysed narratives have reflected changes in the role of teachers. Teachers now need to be equipped with the skills needed to effectively integrate new EdTech into their teaching practices, so that they are able to foster an environment in which the technology enhances rather than dominates the learning experience. This finding confirms that advanced teacher training is becoming increasingly crucial (Bickle, Allen and Mayer, 2022). The future task in this context requires self-reinvention, highlighting the unique qualities of human beings which have been discussed by the Bett participants. The challenge at hand is not merely about keeping pace with EdTech

advances; rather, it is about leveraging them to cultivate creativity, critical thinking, and adaptability among students (Meisuri et al., 2023).

This research project marks an initial step which may initiate the further investigation of the interconnections between technology and education. While highlighting the advantages of the methodology, there are limitations in relation to the selection method for materials which could have been expanded, and paying greater attention to the different actors who produced the video materials. The video analysis presented here could be complemented by additional methods, such as interviews with participants. It is also the case that researchers' positionalities may affect the resulting interpretations, so the findings were carefully compared with those of already published work. However, this study argues that the educational community needs to have access to some form of monitoring of EdTech developments in order to more effectively implement them, and be well prepared for future changes. The present findings have impact in terms of highlighting the need for this monitoring.

### ***Practical suggestions: the role of technology in education***

Across all the explored Bett Show events, the participants reached a consensus that the integration of EdTech in education has become a vital precondition for enhancing engagement and efficiency at every stage of the teaching and learning process (Bancroft Challen and Pearce 2024; Bobula, 2024). By leveraging digital tools, educators can create more interactive and dynamic learning experiences that are able to cater to diverse learning styles and needs. By summarising the key narratives of the Bett participants over the past decade, it is possible to provide some practical suggestions on how to effectively incorporate technology into education. These are as follows:

1. **Widening acceptance of EdTech in all stages of education:** Digital tools should be utilised across all aspects of teaching and learning. From interactive whiteboards and educational software to online collaboration platforms, EdTech can make lessons more engaging and accessible. This integrational discourse was found in relation to all the discovered themes: 1) visions of the future; 2)

education's adaptation to changes; 3) the role of technology in EdTech; and 4) the skills future employees will require.

2. **Effective information strategies:** It is crucial to develop robust information literacy among students. This includes effective methods for searching for, organising, and evaluating information. Educators should emphasise critical thinking over rote memorisation, and ensure that they teach students how to discern credible sources and synthesise information meaningfully. This approach will empower students to become independent learners and critical thinkers, which are the skills future employees will need the most.
3. **Emphasis on project-based learning:** There is a growing need to incorporate project-based and problem-solving tasks into the curriculum. Such approaches encourage students to apply their knowledge to real-world scenarios, fostering deeper understanding and practical skills. EdTech can support this by providing effective tools for research, collaboration, and presentation. Project-based learning has been presented as an important tool for teaching in the context of an uncertain future and a constantly changing labour market.
4. **Collaborative learning:** Making more group work opportunities available to students can significantly enhance their leadership and teamwork skills. Technology facilitates collaborative learning through online forums, shared documents, and virtual meeting spaces, allowing students to work together seamlessly, regardless of their physical location. Collaborative learning was viewed by the participants as the appropriate response of education to a rapidly-changing future, thereby shifting the focus from adaptation to the facilitation of these future changes.
5. **Personalised lifelong learning:** EdTech enables the creation of personalised learning strategies tailored to individual students' strengths and weaknesses. The continuous monitoring of students' progress through digital assessments and analytics can help educators to provide targeted support, ensuring that each student can learn at their own pace and achieve their full potential. The concept of

personalising lifelong learning has been prominent for some time, but has been more strongly emphasised in recent years.

6. **Promoting inclusivity and open-mindedness:** It is essential to cultivate an inclusive environment that embraces diversity. Technology can support inclusivity by providing resources that cater to different cultural backgrounds and learning needs. It also encourages open-minded thinking by exposing students to a wide range of perspectives and ideas. The narrative of inclusivity was growing throughout the observed period of the Bett Shows, and has now moved from helping students with special needs to an acceptance of wider social and cultural diversity.
  
7. **Focus on well-Being and motivation:** Prioritising students' well-being and motivation is crucial in creating and maintaining a supportive and productive learning environment. EdTech can assist in this goal by offering tools for mental health support, motivational games, and personalised feedback, thereby helping to maintain a positive and engaging learning atmosphere. The discourse of well-being which accelerated during the pandemic remained visible. Even though the peak of the pandemic has passed, the educational system has now become more sensitive to students' and teachers' well-being and motivation.

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