



Screen Time *Alone*
Is the Wrong Question:

Turn Screen Time
Into Screen Value



Do you start your day with a lovely cup of a caffeinated beverage? (Hello kindred spirit.) A mug or two with maybe a splash of creamer leaves you energized and focused. Or on bad days, maybe you find yourself having four, five or more cups. Maybe your hand slipped and you added too much sugar. How are you feeling? Jittery? Unfocused? Um... stomach achy?

Anyway, the point is, things that help us are only good for us in the right conditions. We need them at the right time, at the right dose and with the right ingredients. Our consumption needs to translate to positive outcomes, or else, what's the point?

This sentiment addresses a popular concern these days: how much screen time are students getting in school?

It's a natural response when screen time went up and test scores went down in many places — so much so that some schools [ban screen time for students under a certain age](#).

But not all schools have this problem. For instance, the state of Colorado found that an online math accelerator tool [led to a score improvement](#). And in a pilot program, OECD gave students interactive tools for “computational thinking and self-regulated learning.” As a result, students using digital technology use scored up to [15% higher in their tests](#).

“How adolescents use technology is more consequential than how much they use it.”

— [Understanding today's learners: Cognitive impacts of technology use on adolescent learning \(2026\)](#), Michaela Arzmann and Tim Gallagher, International Baccalaureate Research department

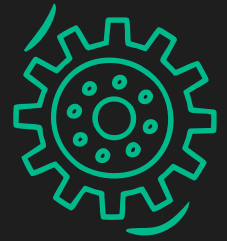


In other words, the question isn't really about the *quantity* of screen time; it's about the *quality*.

So how can schools make sure that students are gaining screen value — that is, quality educational time on a device?

Let's talk about it. >>

A tool is **only as good as** how it's used.



Did your teachers disallow calculators in class because “you aren't going to have one in your pocket at all times once you graduate”? Well, you know how that went. Once tools settle, scrutiny declines.

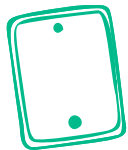
No one asks how much time students spend using pencils.

Parents aren't complaining about their kid having access to too many books.



What people care about is what comes out of these tools. They care about *what students created or discovered*.

Technology deserves the same conversation. Not that this is easy. Obviously an iPad, for example, is a lot more capable and responsive than a pencil. But still: **the value of technology comes from what students create or discover when they use it.**



Not all screen time is equal.



Give two students the same 30 minutes on a device. One's device has no structured access in place — no app or content restrictions, nothing configured to support the lesson — so they end up bouncing between games and random videos. The other's device is configured for the day's lesson, restricted to what the teacher wants them to use. Same time, same tool. **One produces screen time. The other produces screen value.**

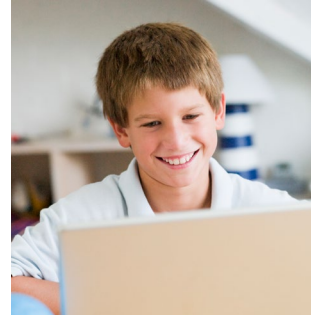


Unguided

- Passive consumption
- Endless worksheets
- Digital babysitting
- Unstructured browsing



Outcome: 30 minutes of scrolling with little valuable learning



Configured for learning

- Creation
- Problem solving
- Collaboration
- Feedback
- Accessibility



Outcome: 30 minutes of interactive, meaningful, teacher-designed learning

In both scenarios, you measure **the same 30 minutes, yet very different learning outcomes.** This is why time alone isn't a meaningful enough metric. You need to know the **screen value.**

Teachers create screen value. The right devices enable it.



Four outcomes measure screen value:



Creativity

Students express and create original ideas using technology as their canvas.



Collaboration

Students work together across the classroom — or across the world.



Critical thinking

Students actively analyze, evaluate and solve real problems instead of passive consumption.



Communication

Students express ideas clearly and intentionally to attentive audiences.



Technology enables these outcomes, but **teachers create the value**.

Device use will not be successful unless teachers:

- Design the learning experiences
- Create engagement based on their students
- Determine when devices should be used or put away

To accomplish this, teachers need to be set up for success. A technology deployment that doesn't meet teacher needs will only hold them back. Teachers need technology that will help them manage distractions and keep student focus. Without the right tools, they find themselves constantly redirecting students and losing precious learning time

Building a **screen value framework** with Jamf.



So what do the right tools look like? They need to help teachers achieve focus, access, safety and partnership. Let's break it down.

Focus: classroom management

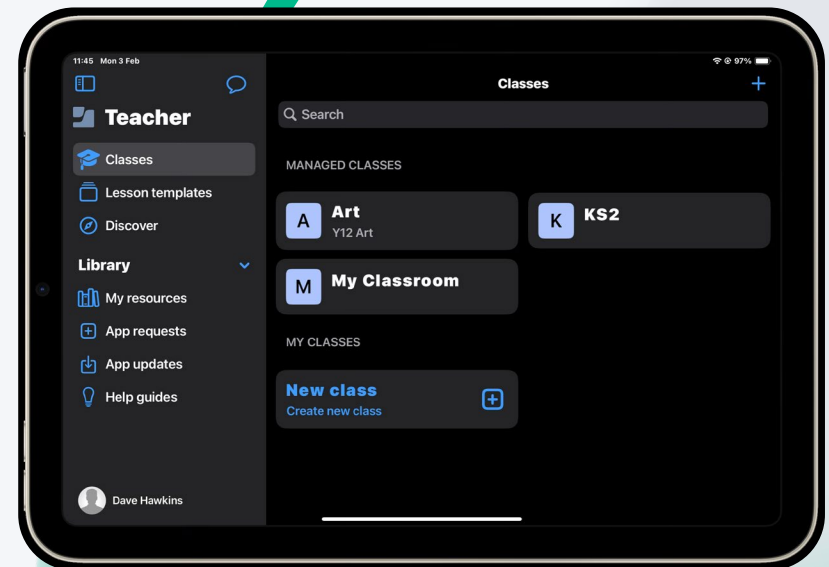
Students stay on task and engage with learning.

A classroom full of students is chaotic enough. Add devices, and this chaos can multiply. Classroom management tools help keep it in check by giving device control back to teachers.

Capture attention spans that need more... span

Jamf Teacher gives teachers the classroom support they need with:

- App locking and attention screens
- Lesson templates
- App and website filtering
- Device restrictions and configurations
- Student messaging



Building a **screen value framework** with Jamf. (continued)



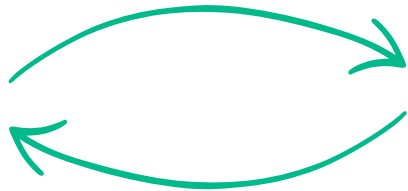
Access: seamless authentication

Students easily access learning tools with minimal friction.

Password fatigue and multiple logins introduce security risk and add login friction. Remembering unique passwords for every account is a lot to ask of some students. If they forget during class, teachers have to delay their lesson to make sure everyone is on the same page.

Authentication with less drama than finding a prom date

Seamless Learning Access makes authentication easy. Students can securely log in to all their education apps without ever encountering a login screen. This way, teachers keep their lesson's momentum, saving more time for learning.



Building a screen value framework with Jamf. (continued)



Safety: content filtering

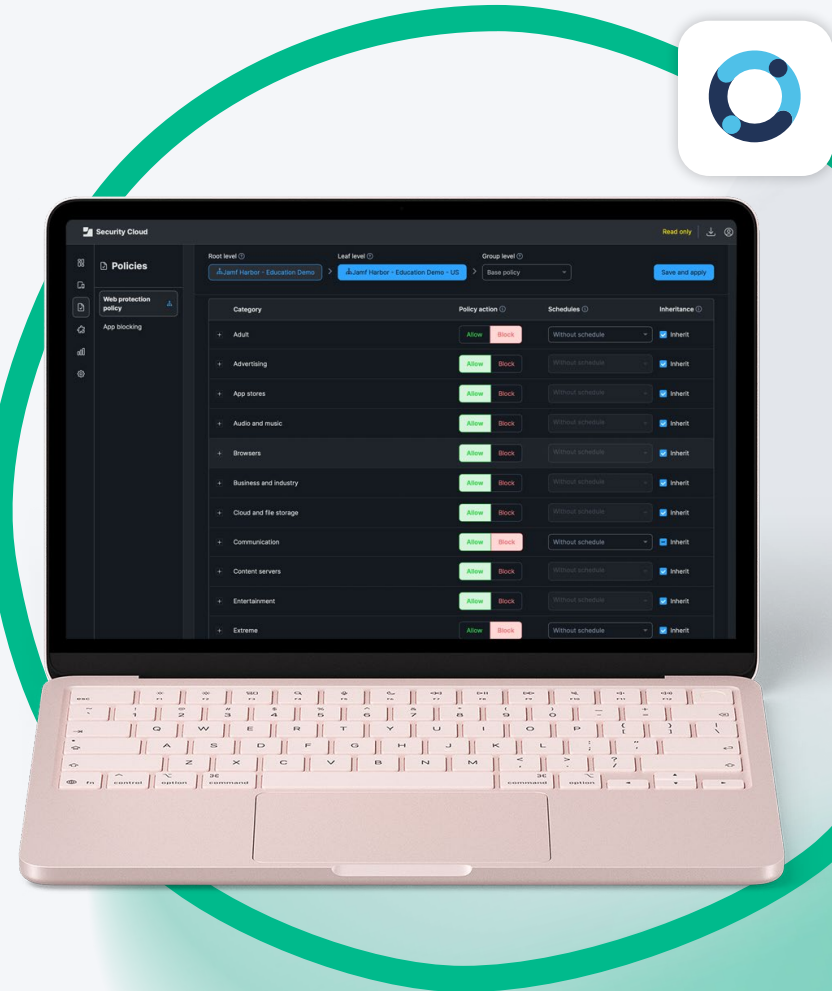
Parents stay informed and involved.

Learning comes with the freedom to explore their curiosity. But not all of the internet is safe for students. Inappropriate, malicious and irrelevant sites should be blocked, so students can explore without fear.

🕒 Explore on the playground and online

Jamf Safe Internet keeps students out of problematic websites without violating their privacy by offering:

- Appropriate monitoring that serves learning, not surveillance
- Transparency into what is monitored and why
- Respectful, age-appropriate guardrails to preserve student dignity
- Limited privacy mode, so IT can look closer only when a situation calls for it



Building a **screen value framework** with Jamf. (continued)



Partnership: parent communication and oversight

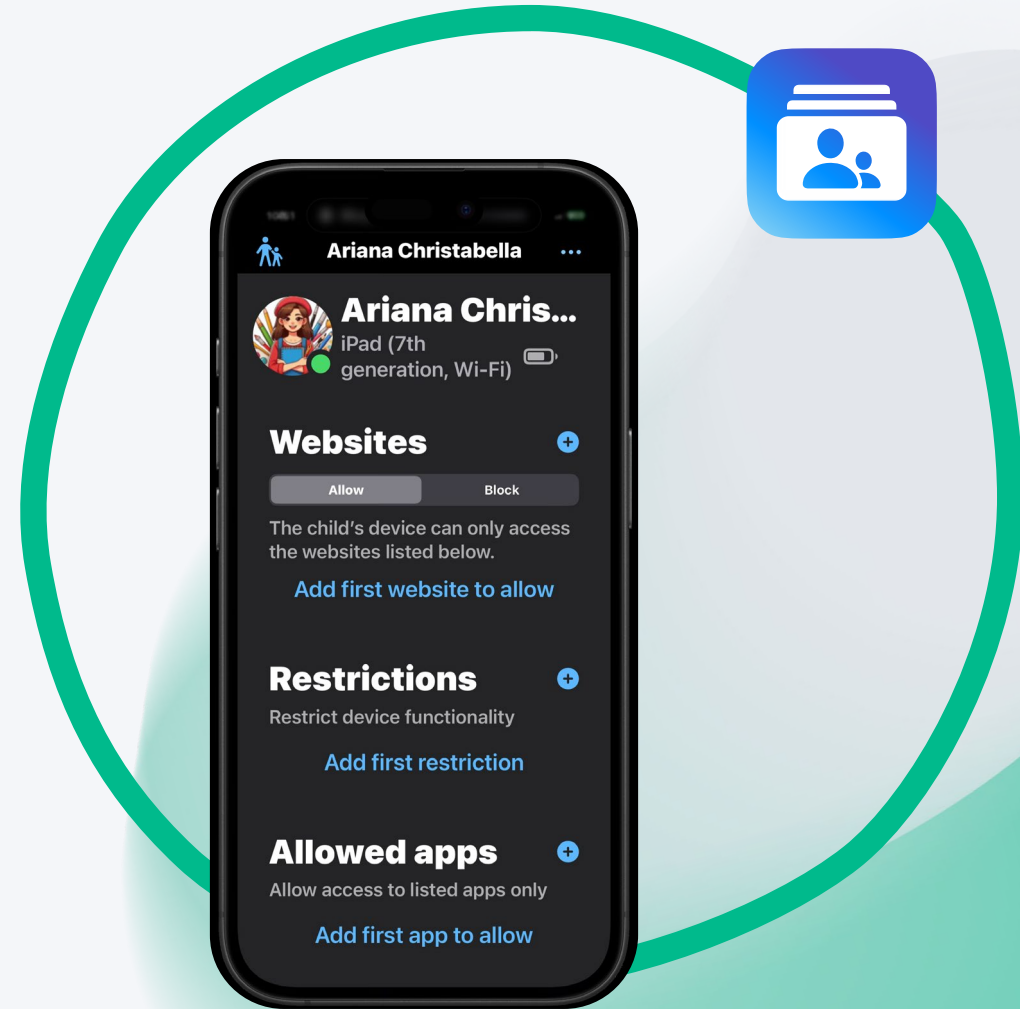
Students continue to learn beyond the classroom.

Parents want to be involved with their students' learning. Too often, they aren't told how devices are used, how to support learning at home and how to encourage healthy habits.

Parent mode: activated

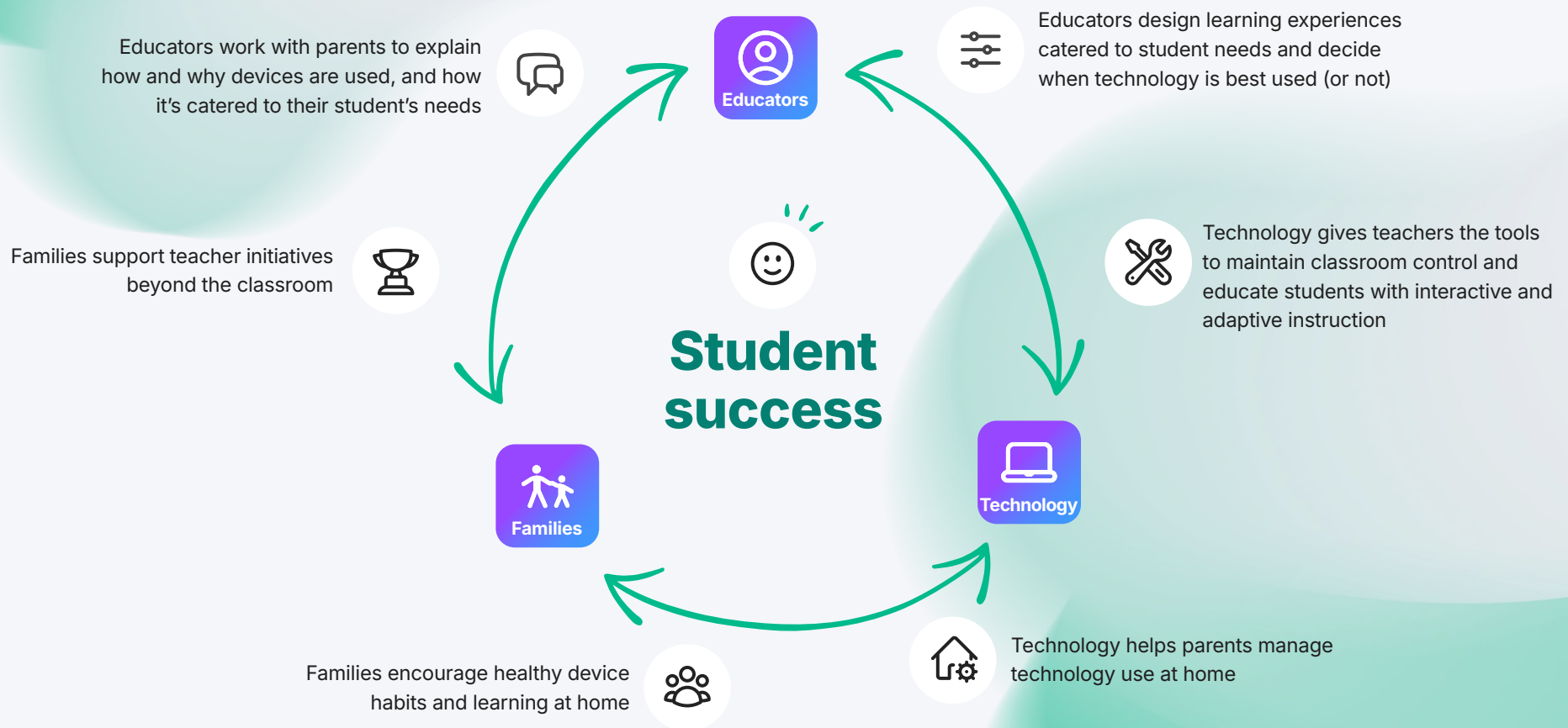
Jamf Parent gives parents more control over their child's device by letting them:

- Allow or block specific websites or apps
- Manage social media and game access
- Create templates for apps, websites and restrictions
- Turn off communication, camera or internet access



Educators + families + technology = student success

Student success requires three components for support: **educators, families and technology**.
If you remove one, the others falter.





Measure screen value, not just screen time.

"How much screen time is my student getting?" is a popular question. But it doesn't ask for the full story. To really understand what value your technology deployment gives students, ask:

- What did students create today?
- What problems did they solve?
- What connections did they make?
- What opportunities did technology unlock?

Everyone wants students to succeed. When teachers build engaging, interactive and adaptive learning experiences on devices that power them, and parents have the power to support learning at home, students thrive. IT teams support the devices that make it possible.

Screen time measures how long students spend on a device.

Screen value tells you why it matters.



Ready to see screen value in your classrooms? Explore how Jamf gives IT the tools to make every device count.



Explore Jamf for K-12