

The Perception of ICT by Secondary Schools in Suburban Japan

A Case Study of Midorigaoka Junior High School

Name ウ スンボ Soonbo Woo

Keywords: Education Technology, ICT Policy, Japan

1 Objective

Illustrate the perception of ICT at Midorgaoka Junior High School and discuss implications for Japanese school systems. Identify areas of acceptance and resistance concerning ICT policies and its reasons.

2 Methods

This research analyzes field observation from October 2015 until October 2016 accompanied by student and teacher questionnaires, and in-depth interviews conducted with teachers, staff, and PTA (Parent Teacher Association) members.

3 Results

Results show that many teachers are not aware of ICT related issues and policies for schools and the majority have interest in the prospects of ICT as a time saving mechanism for support tasks unrelated to classroom teaching. However, privacy related concerns for both the teacher's personal life and student information, inhibit teachers from showing a willingness to commit to any ICT usage that utilizes the Internet or communication technology. The students, while having smart phones in possession, use ICT devices mainly as entertainment consumption devices. Productivity tasks were alien to the vast majority of students. Parents showed positive prospects on ICT as a time and energy saving mechanism, especially concerning communication and student progress updates. However, many of these areas conflicted with the teachers' interest, wanting to keep communication with parents at a face-to-face level at school or at the student home.

4 Conclusion

This case study shows first hand results on the perception of ICT and the reasoning for teachers, parents, and students at Midorigaoka Junior High School and gives insight into some of the lifestyles and thoughts concerning ICT among school personnel in suburban Japan. This research has implications for policy makers and schools that have ICT related plans in development or implementation. The perception of face to face communication versus ICT usage and the differences in ideas for productivity show significant differences in some areas between teachers, students, and parents.

References

1. Bingimlas, K. A. (2009). Barriers to the Successful Integration of ICT in Teaching and Learning Environments: A Review of the Literature. *Eurasia Journal of Mathematics, Science & Technology Education*, 5(3), 235-245.
2. Sahlins, M. (1976). *Culture and Practical Reason*. Chiacgo, IL: University of Chicago Press.

.....