

## COMPLETION REPORT

### **Benchmarking ICT for Education in Japan: Best Practices, Trends, Challenges and Lessons Learned for Philippine ICT-based Education & Development**

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This project stems from the noble idea that networking and mutual cooperation present in social media and Internet technology can be the same platform to help stakeholders and policymakers to learn from one another, specifically between Japan and the Philippines, towards creating and shaping the ICT4E mindset and programs for the benefit of learners. The research starts with examining the ICT4E vision and strategic plans of Japan by analyzing its contextual, technical, pedagogical and organizational initiatives to boost competitiveness and productivity. Japan has a long tradition of putting premium on its educational agenda through the years from the Meiji period up to the present “smart revolution.” Japan’s ICT4E initiatives can be classified into two stages—eJapan strategy from 2001-2013 and Smart Japan ICT strategy from 2014 up to the present. During the first strategy, capacity building efforts, curriculum design, teacher training, administrative support and provisions for a future learning environment are envisioned and implemented. The second strategy delves into embracing a smart revolution that is bolstered by the rise of smartphones, cloud computing technology and increased investment on ICT infrastructure. These initiatives however are also faced with new challenges and issues as ICT innovations and advancement accelerate and global realities are changing as well.

The Philippines on the other hand is confronted by several issues and problems that upset the educational sector to embrace an ICT4E framework and strategic plans. One of which is the absence of a clear-cut national ICT4E vision. Another is the continuing political inabilities to sustain long-term educational agenda. Within this sociopolitical climate, private schools and universities are left with no options but to take a “swim or sink” attitude in implementing ICT4E programs. The author has also put forward an affirmative response to initiate ICT4E projects through research and social development. Two De La Salle University Challenge Grant projects are mentioned in this paper to highlight the importance of an elearning outreach program for public schools and the necessity for a learning network paradigm to address digital divide and to make education free for all. The learning network necessitates both physical and online collaboration to address students’ needs, improve teachers’ capabilities and share resources, technologies and knowledge in order to transform the Internet as a viable and sustainable learning environment. This research project is designed to benchmark with Japan’s elearning projects and educational technology practices that can be used as model for best practices towards enriching and enhancing Philippine ICT4E programs. Finally, the paper lays down lessons learned, recommendations and aspirations that can be useful not only for Japan and the Philippines but to other countries as well that are doing the same advocacy towards utilizing ICT for education and development.

**Key terms:** learning network, ICT for education in Japan & the Philippines, elearning, benchmarking, 21st century education.

Publication of the Results of Research Project:

Verbal Presentation (Date, Venue, Name of Conference, Title of Presentation, Presenter, etc.)

To be presented in DLSU Research Congress on June 20-22, 2018

To be presented in EduLearn Conference in Spain on July 2018

Thesis (Name of Journal and its Date, Title and Author of Thesis, etc.)

To be submitted to Asia Pacific Social Science Review Journal

Book (Publisher and Date of the Book, Title and Author of the Book, etc.)

To be included in my anthology of scholarly essays titled Learning Network: ICT discourse, practice and research