

Technology Readiness

College of Education Majors

United States and Japan



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Digital Natives

Today's college students are much different overall than students from 5-10 years ago.

Students are very well-versed in basic technology use, but many have very little understanding of the principles of technology integration.



Sample

- 230 Freshman Education Majors
 - 138 United States
 - 92 Japan
- All of the participants were First Year Freshman.
- Both groups were enrolled in basic education course that teach basic history of teaching and technology skills.



Sample

- Japanese students were required to take a technology course before entering a Education Program.
- U.S. students were given the opportunity to take a technology class as an elective, but only 32% selected the course in high school.



Survey

- The survey was developed to ascertain Freshman's basic understanding of technology.
- Data from the survey has been used to improve courses that instructs teachers how to use technology to enhance the delivery of content.



Survey

- The survey followed Floyd Fowler's method for survey creation.
- The survey was Pilot Tested, Focus Group Analyzed, and Reviewed by an Technology Experts.
- The survey was then simplified and sent to Japan for translation.



Methods

- Data cleaned and removed missing cases.
- Descriptive Statistics.
- Cross Tabulations.
- Data analyzed for each student set individually and then as a whole group.



Findings

- Both US and Japanese students felt that teaching and using technology was very important.
- 99% of the students owned a mobile phone.
- 75% of the phones were Apple iPhones.
- 96% had Internet at home.
- 76% indicated they were technology proficient.



Findings

- When faced with technical issue, 80% searched the web for answers first.
- Only 5% indicated they would watch a web-based video to learn how to solve the problem.
- When students needed tech support at their university, 47% asked a friend for help.
- 75% strongly agreed that a teacher's tech ability enhanced their classroom experience.



Discussion

- Strong similarities between the groups.
- Self-initiative and self-reliance for troubleshooting and fixing issues.
- Future implementation of classroom tech strategies learned from college class.
- Expectation of professor tech knowledge.



Conclusions

- Future implications.
- Additional research opportunities.
- Project expansion.

