Examining awareness and utilization of digital content in Japanese schools via library administrators at elementary, junior high, and high schools.

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The authors decided to focus on electronic resources within school libraries and examine current conditions and see what awareness there is of the broader issue of the digitalization of school libraries. we propose taking the survey results and focusing on school library administrators, examining their awareness and utilization of digital resources and how they relate to "reading" in general. Currently, digital resources are not available in about 70% of school libraries. However, nearly 50% of school library administrators indicated they would like to utilize digital resources. Additionally, it was found that around 70% of school library administrators consider reading of digital content to fall within the category of "reading".

Keywords: electronic resources, Information Technology, digitalization, reading

Japan is beginning to break away from rote learning and embrace a more interactive form of education. School libraries will play an indispensable part in this transition. In addition to traditional print collections, digital resources will play an increasingly important role. As a model for how future school libraries will be, MEXT (Ministry of Education, Culture, Sports, Science and Technology) released the 2011 report "Information Technology Vision of Education".

However, according to a national 2015 MEXT survey, the percentage of available computers at schools was 39.6% for elementary schools, 37.8% for junior high schools, and 66.7% for high schools. This seems to show there is some diversion between the vision set out for school libraries and the current reality.

Therefore, the authors decided to focus on electronic resources within school libraries and examine current conditions and see what awareness there is of the broader issue of the digitalization of school libraries. A nationwide survey was then carried out in August and

September 2015 via questionnaires sent to a random selection of 1,081 elementary, junior high and high schools.   327 schools responded (30.2% of those sent the questionnaire).   For the presentation, we propose taking the survey results and focusing on school library administrators (librarians and relevant instructors), examining their awareness and utilization of digital resources and how they relate to "reading" in general.

Currently, digital resources are not available in about 70% of school libraries.   However, nearly 50% of school library administrators indicated they would like to utilize digital resources.

Additionally, it was found that around 70% of school library administrators consider reading of digital content to fall within the category of "reading".   In Japan, "reading" is generally considered to mean reading text printed on paper, so we had anticipated the results of the survey to indicate as much, especially coming from the educational establishment.

Therefore, we can present this as an unexpected and surprising finding.   We would like to give a detailed analysis of the survey results on the day of the announcement.

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