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## **SCHOOL LIBRARY CHALLENGE IN JAPAN**

**LIPER-SL: LIBRARY AND INFORMATION PROFESSIONS AND  
EDUCATION RENEWAL,  
SCHOOL LIBRARY RESEARCH GROUP REPORT**

?????

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1

## Outline

- Research Background
- Approach
- Research Question
- Research Method
- Data Collection
- Data Analysis
- Discussion and Conclusion
- Issues

2

## LIPER Project

- Session2: MIWA Makiko (p.18)
- Session6A: TSUJI Keita (p.269)
- Session7A: NAGATA Haruki (p.316)

3

## Research Background School Libraries in Japan

- 2 existed models of school library specialists
  - ◆ Shisho-kyoyu : Certified librarian teacher
  - ◆ Gakko-shisho : School librarian

4

## Why we call it "challenge"?

- Most of the past researches are based upon either of two conventional models of school library specialist.
- However, school library specialists exist not for themselves but for school library services.
- Make a vision of ideal school library for future.

5

## Approach

- Hypothetical approach
- Combining several research methods
  - ◆ Quantitative method
  - ◆ Qualitative method

6

## Research Question

- What is an ideal model of school library professional?
  - ◆ Presenting vision first
  - ◆ Finding gaps between our vision and the reality

7

## Series of Research

1. Task analysis using questionnaire
2. Focus group interview
3. Preparatory and additional interviews to practitioners and scholars in school library and related fields

8

## Research1: Task analysis Questionnaire

- Random sampling method
- 1,042 public and private schools was chosen as subject
- 364 schools responded (36%)
- 101 questions (p.443-444)
- To measure achievement of each task of school library

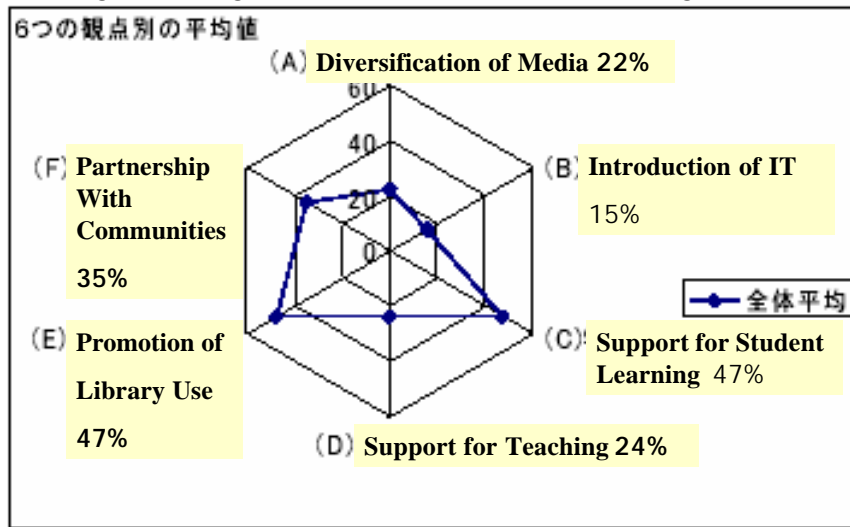
9

## 101 tasks were classified into 6 categories as follows:

- A: Diversification of media (19 questions)
- B: Introduction of IT (12 questions)
- C: Support for students' learning  
(24 questions)
- D: Support for teaching (17 questions)
- E: Promotion of library use (17 questions)
- F: Partnership with communities  
(12 questions)

10

Fig. 1 average of task achievement in 6 categories



11

## Research2: Focus Group Interview

- Focus group interview is used
    - ◆ to seek the background information behind the quantitative research
    - ◆ To dig out unexpected factors
  - Suitable to generate a hypothesis and gain knowledge in specific fields
- Vaughn, Schumm and Sinagub (1996)

12

## Interviewees

- Selected among the questionnaire respondents
- Relation between Category-B and Category-D

13

## Fig.2 Profile of Focus Group Interview Participants

No.	Sex	Type1	Type2	Title	Status	B/D points product	B	D
1	F	Lower-Secondary	Public	Shisho kyoyu	Shisho kyoyu	63.11	7.44	8.48
2	M	Elementary	Public	Shisho kyoyu	Shisho kyoyu	48.22	7.44	6.48
3	F	Elementary	Public	Shisho kyoyu	Shisho kyoyu	37.81	8.44	4.48
4	F	Elementary	Public	Shisho kyoyu	Shisho kyoyu	11.43	-2.54	-4.50
5	M	Upper-Secondary	Private	Head of Library	Shisho kyoyu, Shisho (Librarian)*	11.43	-2.54	-4.50
6	F	Elementary	Public	Clerk (Library)	None	51.59	5.44	9.48

14

## Questions asked in FGI

- Present situation of "Introduction of IT" (Category-B) and "Support for teaching" (Category-D) in each school
- Expectation of others in school to a specialist of school library
- Usefulness of the training course for *shisho-kyoyu* or librarian
- Feeling and opinion on the level of the training course for future school library professionals
- Attitude to the training system for future model of school library professionals in Japan

15

## Data Analysis

- One main analyst and two sub-analysts
- Two flows of the whole speeches and discussions
  - ◆ Main flow (direct answers to the questions)
  - ◆ Derivative flow (indirect or impromptu comments)

16



## Six Important Topics (Discussion Point 1-6)

- Dp1: Segregation of Library and IT Facilities (Separation of Library Education and IT Education)
- Dp2: Support for Teaching
- Dp3: Evasion of School Library Tasks (Second Priority for Teachers)
- Dp4: Essentials of Library Science (Impact of Classification)
- Dp5: Qualification, Certification and Training
- Dp6: Social Needs to School Library

17

## Conclusion: New model of School Library Professionals in Japan and the Missions

- Information Specialist for School
- "Information Specialist for School" secures access to information and media for students and teachers in a learning community.
- "Information Specialist for School" gives support and instruction to students and teachers in a learning community to enable them to use information and media effectively.

18

## “IS for School” Handling with

- 1. Information and knowledge management
- 2. Information and knowledge sharing
- 3. Utilization of information and knowledge

19

## “IS for School” Handling with

- 1. Information and knowledge management
  - ◆ Building a system of knowledge and information that is useful for a learning community
  - ◆ Designing an effective learning environment with resources ranging from printed materials to digital information for students and teachers.

20

## “IS for School” Handling with

- 2. Information and knowledge sharing
  - ◆ Preventing a digital divide by providing information on learning and teaching
  - ◆ Enhancing the growth of a learning community by encouraging the sharing of information and knowledge
  - ◆ Encouraging partnership with local communities and other educational institutions and information providers

21

## “IS for School” Handling with

- 3. Utilization of information and knowledge
  - ◆ Contributing to literacy based on reading and use of information
  - ◆ Designing cross-curricular lesson plans
  - ◆ Providing support to teachers in their lesson plans and teaching

22

## Issues for the Future

- ISS as expansion of present *Shisho-kyoyu*?
- ISS as a brand-new and independent specialist in school?

23

Keep a challenge  
towards the future!

24

## LIPER-SL group members

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- HORIKAWA Teruyo (Head of LIPER-SL)
- HIRAKUE Yuji
- KATAOKA Norio
- NAKAMURA Yuriko
- KOGA Setsuko (Adivisor)

25



Thank you and visit Japan!

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26