



A STUDY ON SMARTPHONE USAGE IN ELEMENTARY SCHOOLS USING THE PILLOW METHOD

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The Study's Motives



Smartphones have been integrated into communication and learning tools that are convenient and easy to use. However, they also cause concerns.

Use the Pillow Method to increase the understanding of the other person's position and improve communication climate.

What is Pillow Method?

- Developed by Japanese school children, it was named from the fact that a problem has four sides and a middle, just like a pillow.
- A method for understanding an issue from several perspectives rather than with a self-centered “I am right, and you are wrong” attitude.
- View an issue from five different perspectives to boost cognitive complexity.





Survey Conducted in a Fourth-Grade Class

01

One questionnaire to parents/guardians was distributed to each class student in the fourth grade.

02

The questionnaire contains one multi choice. Parents choose one that best describes the role of smartphone usage in the school.

03

25 sheets of the survey were distributed to 25 students and I collected back 19 completed sheets.



Survey Results



Among these completed 19 sheets

- One parent considered the smartphone incredibly helpful.
- Eight parents viewed smartphones as moderately helpful.
- Six parents considered smartphones somewhat helpful while somewhat distracting.
- Two parents thought smartphones moderately distracting
- Two parents regarded it incredibly distracting.



- Incredibly helpful (5.3%)
- moderately helpful (42.1%)
- somewhat helpful and distracting (31.6%)
- moderately distracting (10.5%)
- Incredibly distracting (10.5%)



The Pillow Method in Action



Background: A small focus group with an organizer, a teacher, and a parent to discuss the challenges and benefits of smartphones. Participants present their points of view in their role and think through all sides of the issue.

POSITION 1:
I'm right; you're wrong.
Smartphone is
necessary in school.

POSITION 3:
Both right; Both wrong.
We all have reasons for
whether students bring
phones.

POSITION 5: *There's
truth in all four
perspectives.*
Have a plan for
smartphone usage at
school.

POSITION 2:
You're right; I'm wrong.
A Smartphone distracts
in a classroom.

POSITION 4:
*The issue isn't
important.*
The goals for students
go to school.

CONCLUSIONS



The beginning survey showed the various of responses represent individual differences.



The small focus group used the Pillow Method to discuss all sides of the issue. It increased empathy and understanding to others.



Viewing an issue from each side changes people's perception of the issue and behaviors in the future.

Resources



- Ronald B. Adler, Russell F. Proctor. “Looking Out Look In.” Fifteenth Edition.
- <https://www.gse.harvard.edu/news/22/08/weighing-costs-and-benefits-cellphones-schools>
- <https://www.wgu.edu/heyteach/article/how-deal-cell-phones-school1808.html>
- Klein, Alyson. “School Say No to cellphones in Class. But Is It a Smart Move?” *Education Week*.

<https://www.edweek.org/technology/schools-say-no-to-cellphones-in-class-but-is-it-a-smart-move/2019/09>

- <https://www.ipl.org/essay/How-To-Get-Cell-Phones-In-Middle-PCEWQF4ERU>
- <https://scienceandliteracy.org/why-should-students-be-allowed-to-use-cell-phones-in-class/>