


# Chapter 2

## Anthropologic Perspective of ICT in Education: How Society Shapes and Is Shaped by EdTech

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### ABSTRACT

*This chapter investigates the anthropologic perspective of Information and Communication Technology (ICT) in education by examining how cultural, social, and contextual factors influence the adoption, integration, and impact of digital technologies in learning environments. It explores the intersection of educational technology and human behavior, highlighting the role of local traditions, beliefs, and values in shaping technological practices. Through a multidisciplinary lens grounded in educational anthropology, this chapter critically analyzes how ICT transforms pedagogical methods, teacher-learner relationships, and knowledge dissemination in diverse cultural settings. Emphasis is placed on ethnographic case studies and theoretical frameworks that elucidate the socio-technical dynamics underpinning digital learning. The chapter aims to contribute to a more culturally responsive approach to ICT implementation in education, offering insights for policymakers, educators, and technologists seeking to bridge the gap between innovation and indigenous knowledge systems.*

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## 1. INTRODUCTION

Anthropology is a scientific field that, in terms of understanding, offers some possibly useful key concepts and insights. Anthropology traditionally studies and examines the interactions of different cultures. From the anthropological view, information and communication technology already appears as a culture of its own. As an anthropological culture, ICT is worth further examination concerning what happens when its elements are implemented in the educational culture (Tariq et al., 2024). Furthermore, from the anthropological viewpoint, ICT is fundamentally regarded as a tool for creating, sustaining, and, if necessary, changing the social bonds between individuals in society. Given these insights, it might prove necessary to investigate whether and how anthropological studies help to clearly observe and understand more or less hidden and/or unthought-of presuppositions and attitudes held by teachers and students that drive the implementation of and/or the attitudes towards ICT in educational processes in use today (Kasturi et al., 2024).

Whatever is considered the possible evidence of the decreasing interest in anthropological productions, the importance of being an able observer and participant in the use of educational technology should not, all the same, be undervalued. After all, if theories help to lead to understanding, the use of educational technology has to bridge the association of anthropological knowledge and practical usage in the field of educational technology (Chen & Zhang, 2024). The beginning of educational technology that realizes a mesh between anthropological theory and practice is what these chapter hopes for. Thus, arguments about anthropological concepts and why they are so relevant for computer-mediated learning should not merely be read, reflected upon, and forgotten. They should remain in the minds of educators and educational management staff as accountants of the continuously evolving and sensitive use of computer technology in higher education (Wojewska et al., 2024).

It is appropriate and necessary to analyze educational systems in their particular cultural context. In order to gain insight into the role of ICT in the learning and teaching process and values and knowledge construction, the text makes use of anthropology. Anthropology is a generalizing field of study that tries to find the specific qualities of humans within our cultural framework. The focus on cultural aspects enables anthropology to provide us with an important explanatory tool that helps to understand the complexity of the phenomena related to education (Liu & Liang, 2024). Educational anthropology brings anthropology to the field of education and seeks to understand how people use educational culture, teaching, or text to maintain and interpret information about their cultural differences and similarities. Not only educational practices but also the relationships that shape and maintain them must be described. Most educational anthropological research is based on school experiences and practices, but learning takes place in many different places and environments

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