

## The Views of Information Technologies Guide Teachers on Fatih Project

Semra KIRANLI-GÜNGÖR, Yusuf YILDIRIM

Osmangazi University, Osmangazi University  
[semk2009@gmail.com](mailto:semk2009@gmail.com), [akademionline@yahoo.com](mailto:akademionline@yahoo.com)

Fatih project in education is a project to provide equality of opportunity and training in our schools in order to improve technology and information technology in the process of teaching and learning tools so as to appeal to more senses, lessons for effective use of ministerial-level project implemented in all schools. Ministry of Education started to implement the Fatih project to support technology-based learning. The ministry of Education aimed to provide teachers and students use technology effectively by using smart boards in classes till the end of 2013 education years. However, Fatih project to be successful and effective ownership of the project and the need to support teachers in information technologies teachers. The effective use of technology and technology integration of the process of technological hardware that alone is not only enough for success in the classroom, but also teachers should use effectively technological equipment.

In this study, the use of technology in teaching and learning processes effectively and to ensure that all students and teachers benefit from information technologies in a central location. In this study Fatih Project, the integration of technology in teaching and learning process, teachers' views of information technologies have been examined. To specify the views of information technologies guide teachers on Fatih Project in terms of teachers and students commissioned in secondary education institutions in central districts of Eskişehir at which Fatih Project is implemented in 2012-2013 education years. In this research, semi-structured interview method, one of the qualitative research methods, is used. Interviewing was done with voice records and taking notes. Data analyses were done within the scope of hermeneutical paradigm. Content analysis is used in order to analyze the interview data and themes and subthemes are constituted.

Information technologies teachers remarked that the information technologies usage levels of students and teachers are inadequate and these adequacy levels have a negative effect on ensuring the success of Fatih Project. It is told that information technologies lessons are necessary for making the students adequate. It is also told that teachers need in service training permanently. They also stated that, within the scope of Fatih Project, there are deficiencies in the procurement of learning objects and programs to be used in smart boards and Tablet PCs. In addition, they noted that teachers and students, within the scope of intellectual property and accessibility, do not have enough information and sensitivity in computer ethics.

It is concluded that students and teachers are inadequate in using technology effectively; have inadequate knowledge about computer ethics. Instructional programs are not integrated with Fatih project. Teachers have not enough education about technology usage through in service training. Learning objects are not suitable for smart boards. Suggestions are; teacher should be taken in-service educations in certain periods; students should have compulsory lessons about usage of information technologies; computer ethics should be interpreted in instructional programs; learning objects should be designed as a suitable for smart boards; instructional programs should be integrated with Fatih project about technology usage.

**Keywords:** Fatih Project, information technologies teachers, students, educational administration, secondary education institutions