“Her Çocuğa Bir Bilgisayar” Projeleri ve FATİH Projesi: Karşılaştırmalı Bir Değerlendirme

Engl. transl.: "One Laptop per Child" Projects and FATIH Project: A Comparative Examination

# Keywords

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* In-service training

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# Abstract

The aim of this study is to make a comparison between the key components of FATIH Project which its foundations was built in 2010 and the other one laptop per child projects from various countries, and to make a situation analysis in this context. Within this scope, the things that performed in the implementation process of the projects, the requirements need to be done in the context of improving conditions and relations with stakeholders, and all reflections on their learning environment are discussed based upon the main components of the FATIH Project. To that end, the projects implemented in Argentina, Austria, Brazil, Czech Republic, France, South Korea, India, Israel, Italy, Canada, Sri Lanka, Uruguay, Peru, Portugal, Rwanda, Greece and in particular to FATIH project in Turkey were examined in detail. The analyses showed that the projects were spread throughout the country without any assessment in response to the pilot studies, the lack of cooperation between agencies, companies and stakeholders in the implementation process of the projects, as well as the inadequacy of teacher training and the development of contents in most of countries. On the other hand, the factors such as lack of pedagogical and technical support in particular, is understood to cause take the use of current technologies longer than expected. It is also understood that teachers' attitudes towards technology as well as their technology knowledge and skills was not taken into consideration, and therefore the technologies in schools cannot be used effectively in these projects.

# Outcome

After providing the technology, the provision of the education programs, contents, technical infrastructure and the structuring of the trainings will force the teachers to teach technology together with the field knowledge, and therefore the main goal will not be achieved. It is seen that in most of the projects started with the name "One Computer for Every Child", only technological devices are distributed to students, teachers and families on the grounds that they are cheap without adopting a model. In countries such as South Korea and India, where more comprehensive projects are carried out, it can be said that making a certain level of planning and starting the implementation of the project after the problems related to the infrastructure and devices have been eliminated, ensure the successful execution of the projects. (Doğan et al., 2016, p.22) (translated by the coder)