THE VIEWS OF INFORMATION TECHNOLOGIES GUIDE TEACHERS ON FATIH PROJECT*

Semra KIRANLI GÜNGÖR
Yrd. Doç. Dr. Osmangazi Üniversitesi Eğitim Fakültesi, semk2009@gmail.com

Yusuf YILDIRIM
Bilişim Teknolojileri Öğretmeni, Eskişehir Milli Eğitim Müdürlüğü, bilgikasifi@gmail.com

ABSTRACT: In this study, information technologies (IT) guide teachers' views have been examined about the project of Fatih. To specify the views on Fatih Project, interviews were conducted with 19 IT guide teachers in high schools in central districts of Eskişehir at which Fatih Project is implemented in 2012-2013 education years. In this research, interview method was used. Content analysis was used in order to analyze the interview data and themes and subthemes are constituted. IT guide 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. 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.

Keywords: Fatih Project, information technologies teachers, students, educational administration, high schools.

BİLİŞİM TEKNOLOJİLERİ REHBER ÖĞRETMENLERİNİN FATİH PROJESİ HAKKINDAKİ GÖRÜŞLERİ

ÖZET: Bu araştırmada, bilişim teknolojileri (BT) rehber öğretmenlerinin Fatih projesi hakkındaki görüşleri incelenmeye çalışılmıştır. Bu amacı gerçekleştirmek için, 2012–2013 eğitim yılında Eskişehir ili merkez ilçelerde Fatih projesi uygulanan liselerde görevlendirilen 19 BT rehber öğretmeni ile görüşmeler gerçekleştirilmiştir. Görüşme verilerinin çözümlenmesinde içerik analizi kullanılmış, tema ve alt temalar oluşturulmuştur. BT rehber öğretmenleri, öğrencilerin ve öğretmenlerin bilişim teknolojileri kullanım düzeylerinin yetersiz olduklarını, bu yeterlik düzeylerinin de Fatih projesinin başarıya ulaşmasında olumsuz etkiye sahip olduğunu belirtmişlerdir. BT rehber öğretmenleri, Fatih projesi kapsamında akıllı tahta ve Tablet PC'lerde kullanılacak öğrenme nesnesi ve programların tedariki konusunda eksiklikler bulunduğunu ifade etmişlerdir.

Anahtar kelimeler: Fatih projesi, bilişim teknolojileri öğretmenleri, öğrenci, eğitim yönetimi, liseler.

1. Introduction

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 in 2012. In table 1, it can be seen that at what stage of the project as the final status.

* This study was presented as an oral presentation at the International Symposium - New Issues on Teacher Education, May 9–11, 2013, Hacettepe Üniversitesi, Ankara, Turkey.

Table 1. The investment in Fatih Project

Years	Budget (TL)	Multi-functionar Printer and Digital Camera	Distance Learning Center	Number of School Smart Board Setting Up	Number of School Which Delivered Tablet PC	Smart Board Set up	Tablet PC Delivery
2012	803 Millions	3.657		52	52	84.921	13.500
2013	1,4 Billions		110	3.362	217		49.300
2014 (Planned)		28.351	-	-	-	347.367	675.000
Total	2,203 Milyar	32.008	110	3.414	269	432.288	737.800

Source: MEB (2012, 2013)

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 (MEB, 2011). 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 process, the educational institutions having to meet the increasing needs of modern societies should have a more flexible and innovative structured compared to the past (Bülbül, 2012). Of course the teachers, the implementers of educational policies, have a great importance and role in order for educational institutions to have a flexible and innovative structure. Vanderline and Braak (2011) state that teachers have an important role for educational innovations to be implemented. It can be assumed at this point that the situation in which the teachers will have the most difficulty during the implementation of Fatih Project is to adapt and integrate the information technologies in the classroom topics.

Additionally, it is of great importance to get the opinions of Information Technologies (IT) teachers working actively in the implementation phase of Fatih Project in order to do due diligence in the implementation phase of the project. In the literature, it has been seen that there are no studies encountered related to Fatih Project in which Information Technologies Guide teachers' opinions are received and the idea that such a study will make a great contribution to reliable feedbacks in connection with the implementation of Fatih Project has been born. Because, thanks to a study to be done with the Information Technologies teachers, the determination of the observations done by Information Technologies guide teachers -during their service when teachers and students using Fatih project tools- assigned by provincial directorate for national education so that they could guide to teachers and students at the schools at which the project is implemented, the problems they encountered when doing their service and the determination of the expert opinions about technology use will enable to provide important data in the implementation phase of the project.

Information Technologies Teachers (IT Teachers) are charged from the beginning of the implementation of Fatih Project so as to guide teachers when adapting and integrating the information technologies in the classroom topics during the implementation stage of Fatih Project. Therefore, the importance of IT teachers' remarks on the success of a new educational innovation such as Fatih project should not be ignored. Therefore, it seems essential to specify the views of IT guide teachers – working in high schools which Fatih project will be implemented in– related to teachers' and students' usage of information and communication technologies in learning-teaching processes. In this context, the aim of this study is to specify the views of IT guide teachers on Fatih Project. Research is limited with the schools implemented by Fatih project and used just smart boards except tablet PCs.

2. Method

2.1. The Research Model

This research, figured in accordance with the qualitative research processes, is a case study. Case study, one of the qualitative research methods, is a research method which is based upon "how" and "why" questions, which allows the researcher to examine thoroughly and integrally a fact or an event that s/he cannot control (Yıldırım and Şimşek, 2006). Interview method has been used in this research as data collection method. The research is a qualitative study as is. Interview is a research method that is commonly used in social studies and sociology. Interview is a very good way of accessing people's perceptions, meanings, definitions of situations and constructions of reality (Punch, 2005). The aim of the interview is to understand the people's viewpoints, feelings, experiences, thoughts, expectations, aims, perceptions and evaluations.

2.2. Target Population of the Research and Participants

19 information technologies guide teachers in high schools in central districts of Eskişehir at which Fatih Project is implemented in 2012-2013 education year. In table 2, it can be seen the demographic profile of target population.

Table 2. Demographic Profile of Target Population

	Gender		Seniority		Educational Level	
	Women	Men	1-5 years	6-10 years	Bachelor's Degree	Master's Degree
Frequency	7	12	5	14	12	7
Percentage	36	64	26	74	63	37

Purposeful sampling method has been used to define the participants and teachers willing to participate in the research have been specified as participants. This method allows choosing the sample out of those in the immediate surroundings of the researcher who can give the most suitable answer for the purpose of the research (Aziz, 2008). The reason for choosing purposeful sampling method is that it allows gathering various data and data suitable for the purpose of the research from easily accessible people.

2.3. Data Collection Tool and Data Collection

As a data collection tool, a interview and observation form has been prepared which has been developed by researchers. In order to specify if this form is consisted of questions to be able to answer the research questions or not, the content validity has been revised by means of asking for three academic members' opinions who are in the field of Computer and Instructional Technologies Education. Pilot implementation has been carried out after getting the expert opinions. The unaccountable expressions in the interview form have been determined together with two IT guide teachers not included in the working group. The interview form has been reorganized in accordance with the suggestions from the experts and the pilot study then the interview form has been made available for implementation. The interview form is consisted of nine open-ended questions.

In order to specify the views of the participants within the scope of the research, semi-structured interviews have been carried out with them. The interviews have been carried out with each participant one by one in the place and at the time designated together with them. The interviewees have been made to sign an interview permission paper. The questions are not directive questions. The questions have been asked in the order as they are in the interview form. After the interview, the coding of the school at which the interview took place, the date and the time of the interview have been added to the notes taken. All the interviews could be completed within two months.

The data obtained as a result of the completion of all the interviews have been transformed into a written text by the help of tape recorder and the notes taken. The notes taken during the interview have also been used while transforming the audio recordings of the interviews into a written text. Thereafter, an academic member has been asked for help to listen to the audio recordings then the written texts have been revised again.

2.4. Analysis and Interpretation of the Data

In this research, content analysis has been carried out in the form of coding the data, finding the themes, organizing the codes and the themes, defining and interpreting the findings. The audio recordings obtained as a result of the completion of all the interviews have been computerized. Afterwards, answers for each question have been added to the relevant indexes and the collected data made available for descriptive analysis by means of classification of the answers on the basis of question. The researchers, in this study, have first transformed the semi-structured interview data in the form of audio files into written texts and then they added them to the interview forms. For the descriptive analysis of the data, first of all, a thematic framework has been established based upon the procured data and by taking the literature and the conceptual framework into consideration. The researchers have determined the themes on the basis of question via reading all the data. They specified the answers of the participants as sub-themes.

The themes have been transformed into “Interview Coding Key”. Afterwards, the researchers, via reading the data forms in the research independently, have coded the theme including the answers on the interview coding key. After filling in the coding keys for each person, the coherency of the coding key has been compared. The markings of the researchers have been compared; the reliability of the research has been calculated 90 % by means of using the agreement / (disagreement + agreement) *100 (Miles and Huberman, 1994). Due to the fact that this value is more than 70 %, it has been concluded that the reliability of the research has been ensured. While transfering the views, the participants’ names and schools have not been stated directly in the context of privacy policy and in this way coding has been carried out in accordance with the ethical rules. ITT1…….ITT19 was used shortly as an Information Technology Teacher 1…. 19. They have been carried out in the form of (capital letters of name and surname). The obtained data has been supported by means of directly quoting from the raw data obtained through the interviews and the findings have been reached.

2.5. Validity and Reliability

Validity and reliability are significant in terms of getting healthy results in researches. In order to ensure the internal validity of the research, the literature review has been conducted and interview questions have been prepared based upon acceptable sources related to computer ethics. It has been checked whether or not the data from the interview is realistic or not and experts have been asked for their views during the analysis of the data. In addition, biasness in the study has been tried to be reduced by means of digitization of the data. External validity has been tried to be ensured through exact quotation from the views of IT guide teachers and purposeful sampling. In order to ensure the internal reliability of the research, it has been tried to be coherent while coding the procured data.

The transformation of the raw data into themes has been carried out by two researchers; coherency ratio has been calculated by means of comparing the codes. In order to increase external reliability, experts have been asked for their views during the comparison of the findings, interpretations, and suggestions with raw data.

3. Findings

3.1. The Observing Reports of Teachers about Fatih Project

Table 3. *The Observing Reports of Teachers about Fatih Project Students in general,* I agree I disagree

Themes	Frequency (n)	Frequency (n)
A. Positive effects of Fatih project		
A. 1. Using smart board facilitated learning	18	1
A. 2. Using smart board increased motivation to learn	17	2
A. 3. IT Lessons are needed	17	2
B. Negative effects of Fatih project		
B. 1. Lack of proficiency in use of technology will adversely affect the success of the Fatih project.	17	1
B. 2. Have not sufficient information about Fatih project	13	6
B. 3. Using smart board distributes the attention of the lessons	12	7
B. 4. Using smart board has negative impact on health	11	8
B. 5. Fatih project is a waste of money	6	13

According to the findings obtained from the teacher observation reports, although the great majority of the teachers express that the use of smartboards and tablets through Fatih project will have a positive effect on the students' learning processes, they point out that students are not sufficiently pre-informed and Fatih project is not a waste of money. It is understood from the teacher observation reports that the main possible potential behavioural disorder is the asocialization of students. Furthermore, the teachers state that students read books less after the use of smartboards and tablet PCs.

3.2. The View Reports of Teachers about Fatih Project

3.2.1. IT Guide Teachers' views about Teachers 'and Students' Technology Usage Levels

Table 4. *IT Guide Teachers' views about Teachers 'and Students' Technology Usage Levels*

	Students	Teachers
Themes	**Frequency (n)**	**Frequency (n)**
A. Technology Usage Levels		
A. 1. Inadequate	9	7
A. 2. Adequate	5	5
B. Developing the Technology Usage Levels		
B. 1. It can be improved by time	3	-
B. 2. It can be improved with in service training activities	-	4

At the end of the research, according to the findings procured from the IT guide teachers' interview reports, they assert that the teachers' and the students' technology usage levels are insufficient. Some of the IT guide teachers express a positive opinion that the teachers' and the students' technology usage levels can be improved in time. And some of them express a negative opinion that the teachers and the students underuse technology.

Examples of reported statements:

At the moment, teachers use the smartboards more than students. My evaluation about the teachers is that they seek help from IT guide teachers even for simple problems. So, it prevents the access of those who really need (ITT2).

The students' IT usage levels are not enough, of course. There is a generation in front of us that thinks computer is just for playing games, using the internet and using facebook. Therefore, I do not think the present students' IT usage levels are enough. But it can be compensated through an adequate IT lesson. That's why it is essential to show necessary interest in and devote attention to IT lessons and IT teachers (ITT18).

Since I work in a high school, the students' levels are good. Most of them use office programs very well. Mostly the social networking sites are used on the internet. I think they will accommodate themselves to the applications within the scope of Fatih Project very well (ITT9).

At this stage, I think notwithstanding that our students do not have enough information about this issue, the schools owning interactive boards are luckier and the students in those schools have the chance to learn better due to their opportunity to learn by experience (ITT8).

3.2.2. IT Guide Teachers' Views About The Role Of Technology Usage Ensuring The Success of Fatih Project

Tablo 5. *IT guide teachers' views about the role of technology usage ensuring the success of Fatih project*

		Students	Teachers
Themes		**Frequency (n)**	**Frequency (n)**
A. It is directly related			
A. 1. With the technology usage levels		16	17
A	A. 2. With the frequency of students technology usage in lessons	15	-
A. 3. Students have computer and Internet at home		9	-
B. It is indirectly related			
B. 1. With IT lessons		17	-
B	B. 2. With the frequency of teachers technology usage in lessons	-	14

At the end of the research, according to the findings procured from the IT teachers' interview reports, the teachers notify that the factors which contribute to the success of Fatih project are the students' technology usage levels, their technology usage frequency, their opportunity to use technology at home, the possibility to teach IT lessons at schools and the frequency of providing the use of smartboards and tablets during lessons. All of the teachers express that the availability of IT lessons will positively affect the success of Fatih Project.

Examples of reported statements:

I believe the problems will increase from now on because Information Technologies Lesson is not chosen at schools. The process will proceed very slowly since students do not have prior knowledge and ability (ITT12).

I think Fatih project will bring innovation to education but there must be limitations about this issue. Because it is not suitable to totally start the use of the implementation of smartboards and tablets. In other words, this project should be a

means of education. I think it is exaggerated and it is tried to be made an objective. Especially the tablets may be troublesome for students. Everything should not be readymade for students. Otherwise, I think it may lead to a generation that finds everything readymade without a little research and cannot think. So, students should not be far from technology, of course, there should be a nested education but it should have some limitations (ITT5).

In order to use smartboards and tablets, students should first know well the basic use of computer and Office programs. I think we will succeed in the high school I work (ITT11).

There is a parallelism and direct proportion between the usage levels and the success of Fatih project (EA). It will be more. First of all, it helps students to understand how to act against errors and what the message they meet means, it helps them to be an individual that contributes to the solution of each problem instead of being a problem solver. Also, it will enable them to have a different approach to different issues. For example, when we ask them to design a newspaper, it helps them to choose either Word or PS or other programs and means that will facilitate their works in these programs. It is important, they consider Fatih project as a book or a notebook but not as a computer (ITT7).

I think IT usage levels will reach an appropriate level for Fatih project by means of IT and Software Courses. Thanks to this, software, hardware usage problems of the devices will disappear and no time will be spent for all of these issues (ITT15).

Our students' present IT usage levels will delay the success of Fatih project. And a good number of hardware and technical problems are waiting for us (ITT3).

3.2.3. IT Guide Teachers Views About Approaches To Students With IT Ethics

Table 6. *IT guide teachers views about approaches to students with IT Ethics*

Themes	**Frequency (n)**
A. Students	
A. 1. Do not have enough information about IT ethics	9
A. 2. Know the IT ethics, but do not act according to IT ethics	5
A. 3. Know the IT ethics, and act according to IT ethics	3
B. Teacher Student Impact	
B. 1. If teachers concern about the ethics of information, students act according to IT ethics	11
B. 2. If teachers do not concern about the ethics of information, students do not act according to IT ethics	7
B. 3. If teachers do not have enough informations about IT ethics, students do not act according to IT ethics	6
B. 4. Even if teachers concern about the ethics of information, students do not act according to IT ethics	4

At the end of the research, according to the findings procured from the IT guide teachers' interview reports, teachers notify about the students' approaches to the IT ethics while preparing project and performance tasks that students do not have information about IT ethics, students knowing IT ethics comply or do not comply with IT ethics according to their teachers' attitude in the lessons and very few students show proper behaviour in terms of IT ethics.

Examples of reported statements:

Students want to use office programs while preparing project and performance tasks but they cannot use them since they do not know the details of those programs (ITT19).

Students do not know much about IT ethics and those knowing IT ethics do not respect these rules much (ITT1).

In fact, most of the students know to write the source of the information they got. But some of them do not respect people's labor. Therefore they should be informed about showing references and IT ethics (ITT10).

IT training is given importance and it takes place in their mid-level research works (ITT6).

My students, although I warn them –only my warning is not enough–, copy and paste and do their assignments without showing references. They come with hastily researched and written assignments without checking the accuracy of the information. Students usually do their assignments hastily and slur over them in order to play games (ITT17).

3.2.4. IT Guide Teachers Views About It Lessons And The Success Of Fatih Project

Table 7. *IT guide teachers views about IT lessons and the success of Fatih Project*

Themes	**Frequency (n)**
A. Positive effects of IT lessons	
A 1. IT lessons effects positively the success of Fatih Project	19
A. 2. Increasing in course hours effects the success of Fatih Project positively	6
B. The Success of fatih project	
B.1. Continuous updating of content effects the success of Fatih Project positively	7

At the end of the research, according to the findings procured from the IT guide teachers' interview reports, the teachers point out that information technologies lessons will have a positive effect on the success of Fatih project in education. IT teachers also state that updating the IT course content perpetually and increasing weekly course hours will have a positive effect on the success of Fatih project in education.

Examples of reported statements:

I think the process will proceed much faster if they come with preliminary information (ITT14).

It will affect and even their success in IT course will help them understand Fatih project better(IITT1).

Tendency to informatics, ease of use, self-confidence, different approaches for different situations, being a part of the solution but not the problem (ITT4).

Fatih project will be better if they reorganize the course content and choose more up-to-date and more useful topics (ITT6).

Those using Fatih project (not only students but also teachers included) should have basic information about computers. That is, entering websites like Facebook and YouTube and turning on and turning off computer does not mean to know to

use a computer. Computer literacy is essential for Fatih project to be useful. Therefore IT course should be compulsory (ITT16).

3.2.5. IT Guide Teachers Views About Their Duties and Responsibilities in Fatih Project

Table 8. *IT guide teachers views about their duties and responsibilities in Fatih Project*

Themes	**Frequency (n)**
A. Desired duties and responsibilities	
A. 1. Teaching duties and responsibilities	14
A. 2. IT Guide Teacher duties and responsibilities	5
B. Unwanted duties and responsibilities	
B. 1. Technical staff duties and responsibilities	18

At the end of the research, according to the findings procured from the IT guide teachers' interview reports, the great majority of teachers express that teaching duties and responsibilities should be given to them, very few teachers want the duties and responsibilities of IT guide teachers, and the great majority of teachers are of the opinion that they should not be given anymore the duties and responsibilities of technical staff, teacher trainer and school officer.

Examples of reported statements:

Of course I can be made responsible for the maintenance of the computers at school and IT class as an Information Technologies teacher. It must be our most important and fundamental duty to guide the use of smartboards by teachers and students. In addition to this, we should build the school's website and keep it up-to-date. But we see that we will be responsible for all paperwork and even e-school as if we are the school officer. Being an IT teacher or knowing to use a computer must not mean to be responsible for all of the computers at school and computer works. It must have a limit. Ultimately, we are also bachelors of education, that is, we are teachers (ITT2).

Being an IT guide teacher as it stands is suitable for this issue. Trying to solve the problem if there is one, directing it to related persons if it is not solved, and guiding and helping teachers, students and administrative personnel about Information Technologies. Absolutely avoiding goldbricking by means of saying "this is not my job", shortly doing the best about Information Technologies (ITT12).

An IT teacher should have an informative and guiding role about the proper use of technology used within the scope of Fatih project. Besides, s/he should go on giving Information Technologies courses (ITT18).

When all our experience, knowledge and bachelor degree are taken into account, we are supposed to have an active role. Since IT teachers know the technological readiness levels of students, they should play an active role in seeing the deficiencies and taking precautions (ITT8).

4. Discussion And Results

The majority of IT guide teachers stated;

- using smart boards in lessons has positive impact on the learning
- process of students
- Fatih project is not a waste of money,

- students have lack of proficiency in use of technology,
- teachers have lack of proficiency in use of technology,
- students use less technology for learning.

In the literature, the following research findings are obtained about these findings. The similar findings about the teachers' positive opinions with regard to the effect of smart board use on learning processes show parallelism with those obtained by Koçak and Gölcü (2013). Koçak and Gölcü (2013), at the end of the study they conducted with a high school teacher in order to research the teacher attitudes towards LCD panel interactive board implementations placed at schools within the scope of Fatih Project, remarked that teachers maintained a positive attitude towards the use of LCD panel interactive board technology in learning processes. At the end of the interviews carried out by Gürol, Donmuş and Arslan (2012), it has been mostly seen that class teachers think the project will make students active, students' health problems will decrease and the project will take notice of students having different types of intelligence. At the end of the researches carried out by Dinçer, Şenkal and Sezgin (2012), when the studies in the cities where pilot implementation has been carried out are analysed, it has been reported that students have a positive perception towards technological tools such as smartboards and tablet PCs.

The similar findings about the teachers' positive opinions with regard to the effect of smart board use on learning processes show parallelism with those obtained by Gürol, Donmuş and Arslan (2012) and Şenkal and Sezgin (2012).

Although positive results about the teachers' use of Fatih project tools are included in the literature, the striking data obtained from another study are thought-provoking and worth to consider to such an extent that will also affect the success of Fatih Project. Genç and Genç (2013), at the end of the research they conducted with 184 teachers with the aim of specifying to what extent the teachers follow the developments about their professions, it turned out that the great majority of the teachers do not follow developments about their professions, those saying they have information about the project have wrong information and half of the teachers think Fatih project is composed of only the smart boards in the classrooms and the tablet PCs to be given to students.

The findings about the fact that teachers' deficits related to their smart board usage skills lead them to maintain negative attitudes towards smart board use show parallelism with those obtained at the end of the research conducted by Bilici (2011). Bilici (2011), at the end of the research he conducted with 39 teachers and three managers in order to determine the opinions of Sincan İl Genel Meclisi Primary School teachers and managers about the properties of information technologies tools provided for their school and the use of these tools, it turned out that the majority of teachers stated in large measure "I am irresolute." about the use and properties of interactive smart board, therefore they urgently need to have in-service training courses with regard to the use and properties of interactive smart board.

The findings about the fact that Fatih project is not a waste of money do not show parallelism with the following research findings. Güven (2012), in his article, shared the finding that the investment on this technology will go down the drain since the schools' technical equipment and technical infrastructure have not been strengthened at present. Altan and Tüzün (2011), at the end of the research they carried out, shared the finding that if teachers use IT devices in their lessons, this will affect the success of students and Fatih project, if IT devices are not used by teachers in the classes, this will lead to a great loss of money and time.

According to the views of IT guide teachers, factors for the success of the Fatih project are;

- levels of students' use of technology,
- the frequency of students' use of technology,
- students using the smart board in lessons,

- continuous in-service training of teachers attending,
- IT lessons taught in schools,
- the frequency of teachers' use of technology,
- the frequency of students' use of technology in their home.

The similar findings about the positive effect of teachers' technology usage frequencies on the success of Fatih project show parallelism with those obtained by Koçak and Gölcü (2013). And the similar findings about the fact that fulfilment of teachers' constant in-service training needs has an effect on the success of Fatih project show parallelism with those obtained by Akıncı, Kurtoğlu and Seferoğlu (2012). At the end of the research conducted by Akıncı, Kurtoğlu and Seferoğlu (2012) in order to do a case analysis about the achievement of the project goals by means of handling Fatih project and its components, it has been emphasized that in order for Fatih project to be successful teachers should be included in the process effectively and teachers should be provided with in-service training courses constantly and under suitable conditions.

In the literature, the following research findings are obtained about these findings. At the end of the research carried out by Kurt, Kuzu, Dursun, Güllüpınar and Gültekin (2013), it has been seen that interactive boards are the most frequently used technological devices of all the technologies provided within the scope of the project. At the end of the interviews carried out by Gürol, Donmuş and Arslan (2012), it has been seen that class teachers have timing problems about the project and it has been agreed that many teachers will not be able to keep up with the technology easily. In their studies, Adıgüzel, Gürbulak and Sarıçayır (2011) remarked that teachers, students and education directors should be informed about the use of this technology, education directors should adopt this technology as the one that will increase the educational quality in the long term but not a financial burden, and necessary technical support should be provided. One of the results of the research by Yeşilyurt (2006) is that a great majority of teachers use electronic tools and equipment less. At the end of their researches, Dinçer, Şenkal and Sezgin shared the finding that the studies to remove computer courses from the curriculum will lead to a decline in the computer literacy levels and will prevent the effective use of the technological tools to be used within the scope of the project. At the end of the research by Türel (2012), it has been seen that teachers not providing the use of smartboards for their students, the problems due to lack of technical and pedagogical information and lack of materials are the main problems to be solved. According to the research findings in the article by Kayaduman, Sarıkaya and Seferoğlu (2011) entitled "The Analysis of Fatih Project in terms of Teachers' Competencies", it comes into view that teachers rarely use computer. Starting from this result, it can be said that it is crucial to popularise computer literacy and provide training for teachers who are the implementers of the project so that Fatih project can achieve its goals. At the end of their research, Dinçer and others (2012) conclude that computer lessons will be compulsory considering that computer-assisted education will be emphasized in primary schools with Fatih project as from 2012. According to results of the research by Çakır and Oktay (2013) it has been emphasized in the national and international studies that if teachers use technology in their lessons and are willing to do this, it leads to students using technology in their lessons.
IT guide teachers stated,

- students do not have enough information about IT ethics,
- students act according to IT ethics depends on the teachers attitude,
- very few students act according to IT ethics.

When the literature has been analysed, there are no researches observed which support the findings about teachers' and students' attitudes towards computer ethics and whether or not they behave according to the computer ethics while preparing project and performance tasks. Therefore, these findings are pioneering ones.

In the literature, the following research finding has been obtained about the ethical use of IT. Yıldız and Seferoğlu (2013) advise in their study entitled "The Function of Education in Avoiding Digital Divide and The Role of Information Technologies

Teachers in This Process" that IT teachers can be those to prevent the losses arising from students' intensive and improper technology use and support the effective and conscious use of technology.

The majority of IT guide teachers;

- want teaching duties and responsibilities;
- dont want technical staff duties and responsibilities

At the end of the research, according to the findings procured from the interview reports of information technologies guide teachers, the great majority of teachers express that teaching duties and responsibilities should be given to them, very few teachers want the duties and responsibilities of IT guide teachers, and the great majority of teachers are of the opinion that they should not be given anymore the duties and responsibilities of technical staff, teacher trainer and school officer.

The researches supporting the findings about the teaching duties and responsibilities of teachers are given below. Altan and Tüzün (2011) state at the end of their research that an important factor that emerges during the implementation of technologically-enriched individual learning environment and that is necessary to be taken into consideration during the implementation process of Fatih project is the technical support to be given to teachers in the classes. This finding does not overlap the finding "We do not want to be technical staff." stated by our teachers. Our teachers want the duties and responsibilities of teaching but not those of technical staff. Yıldız and Seferoğlu (2013) say in their study that IT teachers can prevent the losses arising from students' intensive and improper technology use and support the effective and conscious use of technology, and this can be done through relevant lessons. It is concluded at the end of the research by Eren and Uluuysal (2012) that IT teachers should be employed as IT trainers, their working hours and job descriptions should be reorganized.

5. Suggestions

- Teachers should attend in service training activities regularly about computer ethics and how to use smartboard effectively
- Computer ethics should be given as a lesson to students
- IT Teachers should be considered as a teacher not be seen as a technician
- The Ministry of National Education should prepare more learning objects and enriched books
- In order for Fatih Project to be effective and efficient, firstly the concerns of teachers, students and administrators about the technological devices should be taken into account.
- Within the context of the project, differently from the current situation, the approach "smartboards for each school" increases the concerns of teachers who have not used smartboards before. Therefore, the teachers should be given support in the preparation of the software to be used on smartboards.
- During the implementation process, while IT teachers were conducting the educational activities, on the other hand, they tried to solve the technical problems encountered. When it is considered that teachers try to do all of them on their own, it seems difficult for them to cope with the technical problems. It is inevitable to get extra technical support. Unfortunately, when it comes to technical support at schools, the first people that spring to mind are IT teachers. It is forgotten that IT teachers are educators first and their pedagogical knowledge should be given particular importance. Within the scope of the project, qualified personnel can be employed at schools in order to receive support about technical issues. For example, a department such as technical expertise for IT can be opened at vocational schools of higher education and qualified persons can be grown in this regard.

References

Adıgüzel, T; Gürbulak, N; Sarıçayır, S. (2011). Akıllı tahtalar ve öğretim uygulamaları. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 8*(15), s.457 – 471.

Akıncı, A; Kurtoğlu, M; Seferoğlu, S. S. (2012). *Bir teknoloji politikası olarak fatih projesinin başarılı olması için yapılması gerekenler: Bir durum analizi çalışması*. Akademik Bilişim 2012, 1-3 Şubat 2012, Uşak Üniversitesi, Uşak

Altan, T., Tüzün, H. (2011). *Teknoloji-zengin bireysel öğrenme ortamlarının fatih projesindeki yeri.* Akademik Bilişim'11 - XIII. Akademik Bilişim Konferansı Bildirileri, 2 - 4 Şubat 2011, İnönü Üniversitesi, Malatya.

Aziz, A. (2008). *Sosyal bilimlerde araştirma yöntemleri ve teknikleri*, (4.Baskı), Ankara: Nobel Yayın Dağıtım.

Bilici, A. (2011). *Öğretmenlerin bilişim teknolojileri cihazlarının eğitsel bağlamda kullanımına ve eğitimde fatih projesine yönelik görüşleri: Sincan İl Genel Meclisi İÖO örneği*. 5th International Computer & Instructional Technologies Symposium, 22-24 September 2011, Fırat University, Elazığ

Bülbül, T. (2012). Okullarda yenilik yönetimi ölçeği'nin geliştirilmesi: Geçerlik ve güvenirlik çalışması. *Kuram ve Uygulamada Eğitim Bilimleri, 12* (1), s.157-175.

Çakır, R., Oktay, S. (2013). Bilgi Toplumu Olma Yolunda Öğretmenlerin Teknoloji Kullanımları. *Gazi Üniversitesi Endüstriyel Sanatlar Eğitim Fakültesi Dergisi, 30*, s. 35-54.

Dinçer, S., Kutlar, N., Kaleci, D., Kıran, H. (2012). *İlköğretim öğrencilerinin bilgisayar okuryazarlık düzeyleri ve bilgisayar derslerine karşı tutumları.* Akademik Bilişim'12-XIV. Akademik Bilişim Konferansı Bildirileri, 1-3 Şubat 2012, Uşak Üniversitesi, Uşak.

Dinçer, S., Şenkal, O., Sezgin, M. E. (2012). *Fatih Projesi Kapsamında Öğretmen, Öğrenci ve Veli Koordinasyonu ve Bilgisayar Okuryazarlık Düzeyleri*. Akademik Bilişim'13-XV. Akademik Bilişim Konferansı Bildirileri, 23-25 Ocak 2013, Akdeniz Üniversitesi, Antalya

Eren, E., Uluuysal, B. (2012). Bilişim Teknolojileri Öğretmenlerinin Mesleki Sorunları ve Çözüm Önerileri. *Mersin Üniversitesi Eğitim Fakültesi Dergisi, 8*(3), s.152-171.

Genç, M., Genç, T. (2013). Öğretmenlerin mesleki gelişmeleri takip etme durumları: fatih projesi örneği. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi, 14* (2), s.61-78

Güven, İ. (2012). The 4+4+4 school reform bill and the fatih project: Is ıt a reform? *Elementary Education Online, 11*(3), s.556-577.

Gürol, M., Donmuş, V., Arslan, M. (2012). İlköğretim kademesinde görev yapan sınıf öğretmenlerinin fatih projesi ile ilgili görüşleri. *Eğitim Teknolojileri Araştırmaları Dergisi, 3*(3).

Kayaduman, H; Sarıkaya, M; Seferoğlu, S. S. (2011). *Eğitimde FATİH projesinin öğretmenlerin yeterlik durumları açısından incelenmesi*. Akademik Bilişim'11 - XIII. Akademik Bilişim Konferansı Bildirileri, 2- 4 Şubat 2011, İnönü Üniversitesi, Malatya.

Koçak, Ö; Gülcü, A. (2013). Fatih projesinde kullanılan lcd panel etkileşimli tahta uygulamalarına yönelik öğretmen tutumları. *Kastamonu Eğitim Dergisi, 21*(3), s.1221-1234.

Kurt, A A., Kuzu, A., Dursun, Ö. Ö., Güllüpınar, F., Gültekin, M. (2013). Fatih Projesinin Pilot Uygulama Sürecinin Değerlendirilmesi: Öğretmen Görüşleri. *Journal of Instructional Technologies & Teacher Education 1* (2), s.1-23.

Milli Eğitim Bakanlığı (MEB). (2011). *Eğitimde Fatih projesi*. (http://fatihprojesi.meb.gov.tr/tr/icerikincele.php?id=6, 21.05.2012).

Milli Eğitim Bakanlığı (MEB). (2012). *2013 Yılı Bütçe Sunuşu: T.B.M.M. Genel Kurulu*. (http://sgb.meb.gov.tr/, 20.02.2014)

Milli Eğitim Bakanlığı (MEB). (2013). *2014 Yılı Bütçe Sunuşu: T.B.M.M. Genel Kurulu*. (http://sgb.meb.gov.tr/, 20.02.2014)

Miles, M. B., Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook.* (2.Edition). California: Sage Publications,

Punch, K. F. (2005). *Sosyal araştirmalara giriş: Nicel ve nitel yaklaşimlar* (Translation: D. Bayrak, H. B. Arslan ve Z. Akyüz). Ankara: Siyasal Kitabevi.

Türel, Y. K. (2012). Teachers' negative attitudes towards interactive whiteboard use: Needs and problems. *İlköğretim Online, 11*(2), s.423–439.

Vanderlinde, R., Braak, J. (2011). A new ICT curriculum for primary education in flanders: Defining and predicting teachers' perceptions of ınnovation attributes. *Educational Technology & Society, 14* (2), s.124–135.

Yeşilyurt, E. (2006). *Öğretmenlerin öğretim araç ve gereçlerini kullanma durumlarını etkileyen faktörler*. Yayınlanmamış Yüksek Lisans Tezi, Fırat Üniversitesi Sosyal Bilimler Enstitüsü, Elazığ.

Yıldırım, A; Şimşek, H. (2006). *Sosyal bilimlerde nitel araştirma yöntemleri*, (6. Baskı). Ankara: Seçkin Yayınevi.

Yıldız, H., Seferoğlu, S. S. (2013). Sayısal uçurumun önlenmesinde eğitimin işlevi ve bilişim teknolojileri öğretmenlerinin bu süreçteki rolü. *Middle Eastern & African Journal of Educational Research, 3*, s.69-79.