Chapter 6
An Evaluation on the Management Processes of FATIH Project

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ABSTRACT
This chapter investigates the FATIH Project in terms of educational administration and management processes. An extended literature review is conducted on how decision makers and administrators contribute the diffusion of FATIH Project and evoke necessary changes to transform education in classroom discourse and pedagogy. The outcomes of FATIH Project is still little understood because of its massive size and long-term feedback. The management processes of FATIH Project needs to be analyzed in the context of planning, organizing, commanding, coordinating, controlling, monitoring, reporting, and communication. In order to implement successfully five dimensions of FATIH Project (accessibility, productivity, equality of opportunity, measurability, quality), it is important to investigate administrational and leadership issues, especially when critical decisions are made.

INTRODUCTION
FATIH Project, on behalf of integration technology in education, is standout amongst the most significant projects completed in Turkey. The most important actors to ensure the effective use of such an important project in educational life are undoubtedly decision makers. Therefore, capacities of using technology should be increased with the changes to be made in the views of educational administrators such as instructional decisions and instructional environments (YEGITEK, 2017). This study, presents

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an educational administration/management process to decision makers planning the changes, has many contributions behind it.

Turkey, in 2010, initiated the FATIH Project on the utilization of new technological approaches in education. Within the scope of FATIH, stands for Increasing Opportunities and Improving Technology Movement in English language, MoNE distributed interactive boards, tablet computers, and multifunctional printers to the schools. The system introduced within the scope of the FATIH was to provide student-teacher, student-student and student-digital content interaction by using classroom management software (CMS). Classroom management software allowed teachers to use learning processes more effectively to share produced materials with the students. MoNE (2016) also stated that the FATIH project facilitated the ability of teachers and students to send homework and to assess students’ learning levels in classroom management software. For the effective use of this system, MoNE provided high speed and secure internet (VPN) infrastructure to all schools. With the FATIH Project in Turkish Education System, students continue the learning process outside the school, access the lecture notes and assignments, and share the information with the teachers and other friends (ERG FATIH Report, 2013). EBA (Education Information Network) provided by MoNE reinforce the subjects learned with the help of digital documents.

There are still some challenges regarding implementation of the FATIH Project. Especially, educational administrators and decision makers bear a tremendous responsibility for transforming the educational system, which needs a new leadership model and innovative perspective. Investigating the qualification of educational administrators regarding implementation of technology seems another important aspect of the FATIH Project.

Therefore, this chapter presents an aspect of research regarding technology leadership (Anderson & Dexter, 2005), change agent (Tsoukas & Chia, 2002), and organizational change (Davidson, 2006) to educational administrators and decision makers of the FATIH Project. Based on the foundations of Fayol (1949)’s administrative theory, this chapter investigates the components that impact educational administrators to plan, procure resources, organize, coordinate, influence, stimulate, integrate, and evaluate in order to accomplish the FATIH Project goals.

BACKGROUND

The main scope of the FATIH Project was to increase total quality of Turkish formal education, while, at the same time, trying to provide equal opportunity with success factors. In this sense, MoNE announced five basic components of the FATIH Project: (1) providing hardware and software infrastructure to whole schools; (2) arrangement and planning of educational enriched digital content; (3) effective utilization of innovative technologies for teaching programs; (4) teachers’ in-service training programs; and (5) ensuring the use of conscious, secure, manageable and measurable information technologies (MoNE, 2016).

As argued by Çoklar, Efiliti, & Şahin (2019), due to FATIH project, it has become a necessity for teachers to use technology in classrooms rather than a preference. Indeed, administrators mostly discussed the hardware aspect of FATIH project at the beginning. Atabek (2019) indicated that hardware was not only problem of the FATIH project since stakeholders voiced the teacher training, e-content, and management issue of FATIH project as other main obstacles.
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