ABSTRACT

This chapter aims to address technology integration in terms of educational administration. In this context, firstly it presents the current situation of education by referring to educational policies, development plans, international reports, and contemporary applications of educational policies. It then addresses the definition, application areas, examples, and next generation applications of technology integration. Lastly, it addresses technology integration at national and international levels within the scope of educational policies and development plans, and some recommendations are made to make use of technology integration in development of instructional leadership, technology leadership, innovation management, and professional competencies.

INTRODUCTION

Trying to meet their rapidly changing needs, individuals demand the same change from the systems in which they live and they expect the systems to act in the same direction to meet their own needs. For this reason, rapidly changing needs are felt in business life and in this context in organizational life as well as in human life. This situation makes itself more prominent since it is especially addressed in a more systematic way in education organizations.

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The main objective of the educational organizations is to provide the education of the citizens of a country in line with the objectives determined in the scope of the country’s education policies. In this respect, education organizations organize their educational systems by following the current educational policies of the countries and developments in the world. In recent years, with the advancement of technology and its use in different ways, individuals and organizations feel the need to follow technological developments, and even when considered in country standards, the use of technology is now considered as a development indicator. For this reason, innovations in the use of technology are at the top of national policies of countries such as Turkey increasing opportunities and improving technology movement (FATİH) Project and even in international policies through reporting of different parameters, such as the human development Index (HDI).

The countries plan their operations in line with the policies they follow and give performances by putting these plans into action. Education is one of the most fundamental areas in which these actions are carried out. The policies pursued by countries are directly shaping educational policies, so the foundations of future generations and future practices are laid through these policies. Coming from the Italian politica word, policy term is defined as “politics, a whole of arrangement and realization principles of state activities in terms of purpose, method and content” (TDK, 2019). In this respect, education policies can be evaluated as organizing the activities of countries as objectives, methods and content. In the end, the education system will be shaped by organizing these regulations in a way to meet the needs of the individuals in line with the requirements of the age.

In recent years, technology is one of the most necessary needs of the age. Technology has become an inseparable part of human beings and it has made its effect felt in education as in every field. Because, due to the changing human needs, it was moved on to post-modern approach from the classical approach in managing education. In this way, it was accepted that individuals are to be living creatures with constantly changing and developing needs rather than a mechanical system gear. This change in educational administration has also shown itself in educational practices and it has been provided the transition from traditional teaching environments to contemporary environments with the use of technology and its integration into systems. The most important action in this transition is that countries implement technology within the framework of educational policies. The use and integration of technology through these policies has been planned and programmed in the countries' educational administrations, thus these policies enabled the countries to monitor themselves.

On the other hand, these developments regarding the use and integration of technology in terms of educational administration are not only limited to domestic policies, but also important at the international level, and they enable countries to follow each other in line with the reports determined by common indices. For example, the united nations development program (UNDP) prepared a report for the first time in 1990 to monitor the situation of countries in terms of human development, and this report will be published every year apart from the year of 2012 (Sezgin Nartgün, Sezen-Gültêkin, & Limon, 2017) and 2015 until today. Although the issues discussed in the reports differ from year to year, the latest human development report (UNDP, 2018) referred to indices such as human development, gender, health, national income, labor and employment, human security, women empowerment, sustainability and education. By means of these indices, the development levels of the countries are determined and the level at which the countries have reached can be followed by making comparisons between these levels nationally and internationally. In this way, current policies regarding countries can be regulated through the results obtained. Although these policies are reflected in each field in the functioning of countries, one of the biggest impacts of these policies is the education sector. Ultimately, the subject of education,
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