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An Inquisition Upon Expectations Of Intervening Teachers and Students Within The Context Of Fatih Project And Perceptions To Usage Of Information Technology

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Abstract

Education Fatih Project in education and training ensure equality of opportunity and our schools technology to improve information technology tools teaching-learning process more sensory organ to be addressed as courses for effective use; preschool, elementary and secondary level schools in our 570,000 classrooms laptop computer to the LCD panel, the interactive whiteboard and internet infrastructure will be provided.

It has been applied to 180 studens and 50 teachers. Joining students are homegeneus but they nege according to their genders. After the results of study according to students vision it is determined that the usage of e-contents (video, animation, e-book, cartoon films, gones) in training facilitate the learning. According to teachers'vision it is determined that age is the important facter in using the information technology.

Key Words: Information Technologies, Use of Technology, Country Specific Developments

Introduction

Technology which causes lots of changes in our lives has effects on education, too. Planning, managing, applying of education or the issue of technology utilization for different fields is researched when a new technologic innovations or improvements occur (Eryılmaz,Akbaba,2013:2).

By effects of technologic improvements to all social fields, new searches in educational sciences gain importance parallelly with imporovemnts of communication technologies troughout world. In our country so many projects which have targets on increasing students' success are composed by effective usage of developing technology in classrooms. One of the last projects is increasing the opportunities and Technology Improvement Movement Projects known as FATİH shortly. The project is being executed by National Education Ministry and Ministry of Communications and it was announced in November in 2010. (Kayaduman, Sarıkaya ve Seferoğlu,2011:2)

Fatih project supply laptops, LCD panel interactive board and internet web infrastructure to all pre-school, primary and schools' 570.000 classrooms for informatics technologies instruments effective usage in cources as addressing more sense organs in the process of education to supply equality of opportunity in education and to improve the technologies in schools.

FATİH project is being executed as pilot working in 52 schools in 17 provinces. In the research the attitudes and expectations of students and teachers' who take place in the project are the subjects which are worked on. (http://fatihprojesi.meb.gov.tr/tr/icerikincele.php?id=6)). The adequateneses of informatics technologies and the teachers' adequateness of using informatics technologies are searched in the research.

The aim of the research is searching students and teachers' expectations from the project and the perception of informatic technologies of who take place in FATİH project. Students and teachers' interests on informatics technologies are searched within the project because FATİH project is a new project which is presented by Turkey.

World-wide Applications of Information Technologies in Education

Examples and definitions about information technologies applications in the world take place in the research. As it is stated before international large scaled firms started projects for generalization of technology usage in education and the firms provided to apply the projects by means of aggrements with the governments and education ministries of the country because of so many reasons suc as globalization proliferation, sliding production to less developed or undeveloped countries, requiring for qualified labor force not for only today's work but also for tomorrow's work, increasing global contests. It can be declared that three out of four projects which started in the preparation date of the report started by means of approving of such firms. Especially the

firm which started project to generalize technology in education and the firm's projects which included evaluation workings are handled below. The evaluation workings about projects are stressed instead of introduction of the projects to be able to stick to working concept in the part.

United States of America : Computers were begun to use in schools in 1950's in USA and the usage became widespread by personal computers in 1980's. The role of workings made in universities is important in getting success of applying computer based teaching in USA. (http://okulweb.meb. gov.tr/ 18/01/ 965671 /belgeler /bde/ bilgisayar_destekli_egitim.htm).

Large scaled technology usage projects in Nort America occurred in United States of America. The workings occurred throughout states not throughout the all country. It is remarkable that "Maine One Computer For Each Student" and "Nort Carolina One-to-One Learning Technology Attemp" have the similar features to FATİH project.

Maine The Project of One Computer to Each Student : Laptop program for secondary schools was started in fall semester 2002 term in Maine in America. The initiative was appylied by Maine Learning Technology Initiative (MLTI). Laptops were given to all 7TH and 8TH grade students and teachers. Moreover, professional progress chances and tecnic support were supplied for teachers to integrate them to laptop classrooms and secondary curriculums.

So many different evaluation workings were organized to determine the effects of program. One of the most comprehensive of the workings evaluated the program according to the aspects given below (Silvernail ve Gritter, 2007):

1. What is the effect of program on students' writing skill?
2. Who utilizes from the program most?
3. What is the perception of students about program?
4. What is the perception of teachers about program?
5. Does the project educate for better authors or better writers who can write writings by laptops?

Authorship capability exam in the test of Maine Educational Assessment–MAE in 2000 (before starting of laptop program) and in 2005(after five years from the first application of the program) were analysed to get the results

At the beginning (in 2000) 16.557 students and at the end (in 2005) 16.251 students were tested.

North Carolina One-to-One Learning Technologies Initiatives : North Carolina states reserved 3 milyon dolar to spend for one-to-one technology project throughout 2008. Project was named as NC 1:1 Learning Technology Initiative – NCLTI and the budget was combined with the donations which were composed for the same target by Golden LEAF Foundation (GLF) and SAS. Project is planned as pilot working to introduce 21.century sources to classrooms.

England : The NDPCAL Project (1973-1978): The National Development Programme in Computer Assisted Learning) (Hebenstreit,1989:152-156).

The project suggestions sent to project commision for approval after developing by directorate and project personnel. NDPCAL had got two aims:

- Computer Based Education
- Computer Controlled Education (Hebenstreit,1989:152-156).

Norway : The program was promulgated in 1984 to improve the process of education by applying technology to different cources to increase the productivity of learning and to compose new teaching methods.

Norway states that educational softwares cannot buy from shops and firms cannot produce qualified software. It is thought that skilled teachers who are good at their own fields can be worked for production and developing process of software. (http://okulweb.meb.gov.tr/18/01/965671/belgeler/bde/bilgisayar_destekli_egitim.htm).

Belgium : In 1984 Belgium Education Ministry made a plan about usage of new technologies in education for five years. The conditions of being volunteer and informed are asked for teachers in the years 1984-1985 in pilot shools which were chosen. All articles and bulletin about the subject debated by teachers were published, meetings were done with headmasters and the materials were developed. So many in-service

training programs were executed in every education term. (http://okulweb.meb.gov.t r/18/01/ 965671/ belgeler /bde/bilgisayar_ dest kli _ egitim. htm).

Sweden : Sweden Government presented the report of "Instruments for Learning-National Program to IT in schools" to Sweden Parliament in 1998. Parliament gave missions of planning and apllying "National Program to IT in schools" to the committee.

In the planning, attendance call was done to all local governments throughout the years of 1999-2001 and all of them admitted to participate to program. Activity Plan contained all education steps from pre-school terms to secondary school terms. The reason of National Activity Plan for ICT was IT effects on everyone's daily life in that way or this way. Business life lived IT working conversion in a short time. (Dönmez,2009:24-26).

Holland : The program started by joining information technology to education in 1984. The program continued till 1988, it was successful and it started to improve educational software. It was PRINT project which contained the terms of 1989-1992. (http://okulweb.meb.gov.tr/18/01/965671/belgeler/bde/bilgisayar_destekli_egitim.htm).

Spain : Ministry executed the BDE project workings known as Atenea Project which aimed to combine with the curriculum with genelization the computer usage in schools throughout the years 1983-1987.

Atenea Project: The project included primary and secondary public schools. Being volunteer for the projects was enough to attend to project. If the school wanted to attend the project, they organized a grup which was composed by teachers and they made and application with a suggestion to the ministry (http://okulweb.meb.gov.tr/ 18/01/965671/ belgeler/ bde/bilgisayar_destekli_egitim.htm).

France : Computer based education in France started in 1970's. One computer for each 58 high school was given and needed trainings were applied to 550 teachers in the years 1970-1976 however, inactivity was observed in the years 1976-1980. In 1980, the statute of computer technology in uptading vocational education and the necessity of being a part of all as informatics and general education were given importance by means of giving training for one year to 500 teachers within the scope of the project which aimed implementation of 100 thousand computers.

Moreover, in 1983, 140 million was reserved for computer based education in universities. A project was executed by buying 120 thousand computers, training 110 thousand teachers and users, preparing 700 software packets, establishing 50 thousand computer ateliers in 1985; the reality of adopting computer for seven French from ten was coming true and informatics program introduced itself for everyone in 1990's. **http ://okulweb.meb.gov.tr/1 8/01/9 6 5 6 7_1/belge ler/bde/bilgisayar_destekli_egitim.htm**).

Portugal : MINERVA project was started in 1985 in Portugal to supply computer entering to all pre-university schools. The substructure of the project was prepared by a committee except from Education Ministry.In the scope, a knot (polar) web which included Portugal was composed. The webs which were linked knots each other were established to the universities. Teacher training was left for universities. %30 percent of the MINERVA project's budget was spent for in-service trainings executed throughout the all year. (**http ://okulweb. meb.gov.tr/18/01/965671 /belgeler/bde/bilgisayar_destekli_egitim.htm**).

Ireland : Irland started to buy computer especially to secondary school in 1980. NITEC is the most important project of Irland. NITEC is National Information Technology Educational Center. Approxiametly 100 schools connected each other by means of modems on NITEC and sent software and messages to eacher. Moreover, NITEC is used for gathering some forms.(**http ://okulweb. meb.gov.tr/18/01/965671 /belgeler/bde/bilgisayar_destekli_egitim.htm**).

The Executed Workings about Information Technologies Usage in Education in Turkey

The debates about technology usage for education started in 1970's. Deficiencies of schools' technologic sources evaluation was executed by NME in these years. On the other hand, the necessity of updating curriculum in the light of technologic and scientific improvements within the context of Sixth Five Year Progress Plan which was prepared to supply executing of education quality in 1989 and Seventh Five Year Progress Plan which was prepared in 1996 was stressed (Sezer,2011:12-18). Some projects about technology usage in education are defined below.

***Computer Test School Project (CTS) and Computer Laboratory School Project (CLS)* :** "Improvement Project of National Education" is one of the projects which are executed by supporting of World Bank. So many different inferior projects are executed within the context of the project. "53 Computer Test School Project" is

one of the inferior projects and the other one is "182 Computer Laboratory School Projects". The aim of the projects is generalization of computer based education and computer education (MEB,2002).

Curriculum Laboratory Schools Project (CLS) : Improvement Project of National Education (IPNE) was signed by our government and World Bank. 208 schools in 22 provinces of 7 geographical regions were chosen for project. Model is improved to turn the schools to CLS (Curriculum Laboratory School). The improved CLS model supply standardization of National Education system. (**www.eğitimmevzuat.com/index.php/201110101179872003-ve-öncesi/mufredat-laboratuar-okullar-199533-genelge.html**). CLS project was repealed in 2011.

World Links Project : World Links for Development project which is supported by World Bank Economic Progress Institution is a project which includes 25 countries along with Turkey. Effective usage of internet for researches and executing project based learning activities by producing projects by cooperation of the schools through internet are aimed by the help of the project. Thus, knowing different countries' cultures and their own cultures are aimed by means of sharing the produced projects (Gürcan,2008:21-27).

MNE Internet Access Project : The protocol was signed with Turk Telecommunication Inc. in 5 December 2003 as a result of meetings about internet connectivity of ministry foundations were made by MNE and Minisry of Communication. In that context, ADSL internet access was supplied to 20.000 schools till 31 October 2004 and approxiametly 29.000 schools in the late of 2007.

Basic Education Project : "Eight Year Compulsory Primary Education" which was admitted as a suggestion of 15th national education council and taken place in 6. Five Year Progress Plan was promulgated with the number of 4306 law which was put in practice in 18 Agust 1997. "2000 Project of Catch the Era in Education"had a unity as a result of actualization of the law thus, the new primary strategy application workings started named as "Basic Education Project (MEB,2002).

In the context of first Phase there are 56.605 computers in 3.188 ICT classrooms, 2.802 primary schools, 26.244 rural primary shools, 25.000 teachers who had training about computer literacy, 15.928 equipman suppliers. It can be said that the project is successful in the light of the data. However, if the working could not string along with socio-economic progress of country and international technologic progresses, actualization of the project would be blocked and it revealed the deficiencies of planning, application and mananement of the project (Özdemir,2007:907-916).

FATİH Project : Educating individuals who can string along with progresses, give answer to expectations of the era, search, examine and actualize her/his self are just possible by education in the changing and progressing world (Akgün, Yılmaz ve Seferoğlu,2011:24-27).

Educating individuals in the direction of requarements of the society is one of the targets of education. So, educating students is needed according to feature of information societies who are suitable for information era (Varol,2002:1-6). FATİH project is revolutionary movement which will be actualized by MNE and Ministry of Communication (KobiEfor,2010:30-38).

Fatih project in education will supply laptop, LCD panel interactive board and internet web infrastructure in 570.000 classrooms of all pre-school, primary and secondary schools to effective usage of Informatic Technologies instruments as addressing more sense organs in the process of learning and teaching with the aim of supplying equality of opportunity in education and recovering technology in our schools. In-service training will be applied to teachers because of supplying effective usage of IT equipment which are established inclassrooms for education (http://fatihprojesi.meb.gov.tr/tr/icerikincele.php?id=6). In the process, e-contents will be composed by adopting curriculums to IT supported education. In that context, Fatih Project in education includes five main components. These are:

- Supplying Equipment and Software Infrastructure
- Supplying and Management of Educational e-content
- Effective IT Usage in Curriculum
- In service Training of Teachers
- Supplying Conscious, Secure, Controllable and Measurable IT Usage (http://fatihprojesi.meb.gov.tr/tr/icerikincele.php?id=6).

Fatih Project in education is a project which is supported by National Ministry of Education. It is planned to finish within five years. Completing necessities of conscious, secured and controllable IT internet usage, necessity of e-content, updating guide books of the teachers, in-service training for teachers and the IT

equipment and software infrastructure of secondary schools in the first year, the second grades of primary schools in the second year and the first grade of primary school and pre-school in the third year (http://fatihprojesi.meb.gov.tr/tr/icerikincele.php?id=6).

The pilot application of tablet computer of Fatih project was executed in 17 provinces and in 52 schools in February 2012. Fatih project is planned to finish within 3 years with 3 billion Turkish Liras (Uluyol,2013:12). In the last explanation of Ömer Dinçer as Minister of National Education, it was stated that the tablet computers were bought by means of auction on State Supply Office and he said that the most suitable design and featured devices were determined according to results of pilot application evaluation. He said that the total cost is calculated as approximately 8 billion TL (http://www.egitim365.com/guncel/iste-fatih-projesinin-toplam-maliyeti-h374.html).

4. The Components of FATİH Project

Fatih project is composed by five components.

Source: MEB,2012

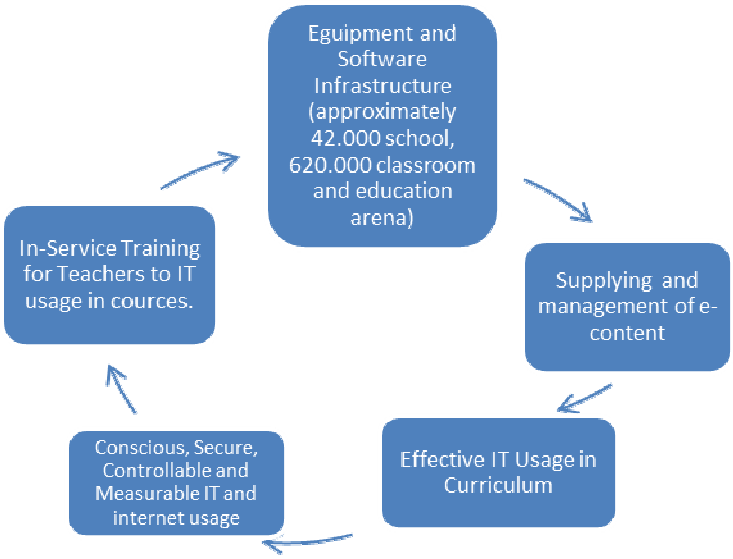

Figure 1 : Fatih Project Components

Component of Equipment Infrastructure :

In that context, one in number laptop and projection machine to all classrooms of pre-shool, primary and secondary schools. At least one in number multifunctional printer, smart board, document camera and microscope camera are supplied for each school to build a smart classroom. Moreover, in-service training centers will be established in total 110 centers (MEB,2012).

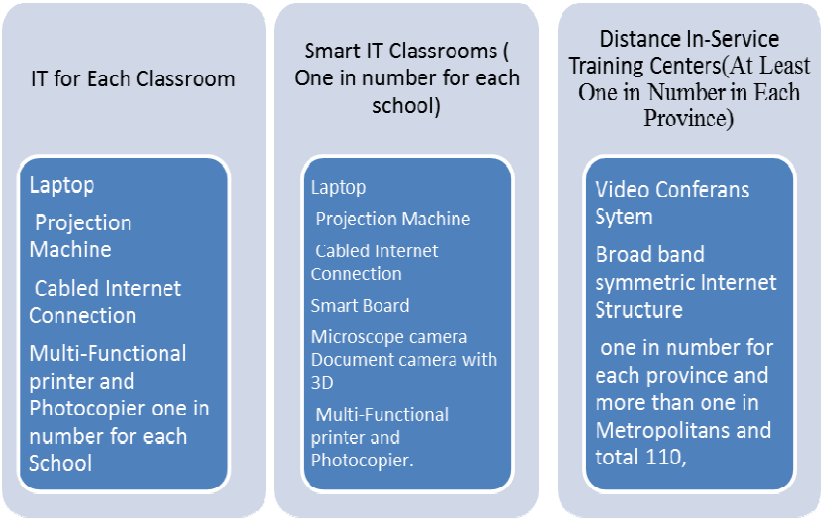

Figure 2: Equipment Infrastructure Component

Source: http://fatihprojesi.meb.gov.tr/tr/icerikincele.php

Supplying and Controlling Educational e-content Component : e-contents in the context of Fatih project to present educational services are shown in the figure

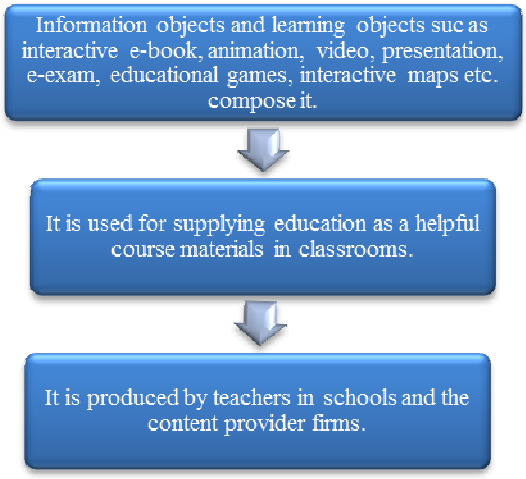

Figure 3: Supplying educational e-content

Source: http://fatihprojesi.meb.gov.tr/tr/icerikincele.php

According to application plan of Fatih project, electronic contents which are suitable for curriculums will be supplied as helper material for courses. It is planned that the e-contents are composed by learning objects supported. It is planned that the e-contents are composed by multi media components as picture, photo, presentation, animation, video and voice and interactive e-books. Both students and teachers can reach easily the e-content by online and offline in web based arenas (MEB,2012).

The Effective Information Technologies Usage Component in Curriculum :

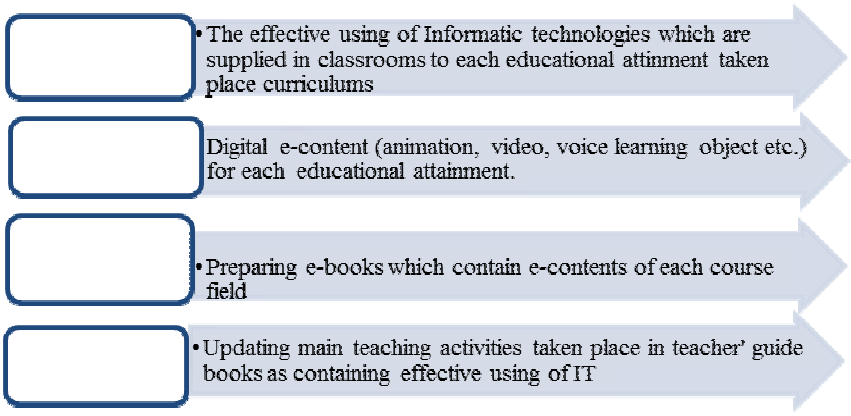

Figure 4 : Working Steps Which are Followed in Effective Information Technologies in Curriculums

Source: http://fatihprojesi.meb.gov.tr/tr/icerikincele.php

The ability of using informatics technologies is stressed in curriculums which are suitable for constructivist education approach which was put into practive in 2004 (MEB,2012). Within the context of Fatih project, effective IT usage in classrooms will be supplied by forming example activities and adding needed definitions to program template in all curriculum programs (MEB,2012).

In-Service Training for Teachers :

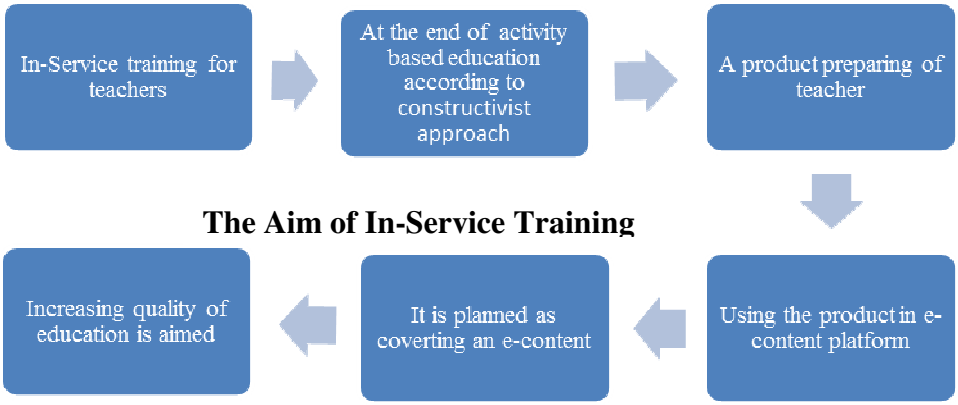

Figure 5: The Aim of In-Service Training

Source: http://fatihprojesi.meb.gov.tr/tr/icerikincele.php

In-service training activities by means of a distance and face to face education are planned for approximately 600.000 teachers who worked in the schools in the context of the Fatih project to progress their skils on effective usage of equipments infrastructure in classrooms, educational e-contents and the teachers' guide books adapted to IT (MEB,2012).

- At the end of in-service training that will be applied to teachers, it is planned that the teachers can;
- Use effective the equipment which are supplied within the context of project,
- Find and choose the suitable e-content milieus according to aims of cources
- Prepare suitable production according to aims of cources,
- Make course design supported by IT by means of her/his own prepared material.

Concious, Secure, Controllable and Measurable IT and Internet Usage

- Councious, secured, controllable IT and internet usage are needed because of;
- Protection students and teachers from catalogue crimes in virtual platform
- Do not enter the virtual platform criminals to our schools and homes,
- Innocents do not be criminal,
- Our children do not be abused,
- Our students do not enter the drug addition sites,
- Social values do not be corrupted by prostitution and Fuhuş ve obscenity (http://fatihprojesi.meb.gov.tr/upload/guvenlibilincliinternetkullanimi.pdf.

The milieu of councious, secured, controllable internet can be supplied by this way. A secured internet milieu is supplied by cabled web infrastructure which is established in the schools, systems of content filtration, Firewall, IPS and HTTP Anti-Virus usage with the support of VPN, hiding inner IP distribution logos in electronic milieu, authorization of user, composing awareness of conscious internet usage (http://fatihprojesi .meb.gov.tr /upload/ guvenlibilincliinternetkullanimi.pdf).

Material And Method

The research has descriptive feature in scanning model. Descriptive research are workings which are made to make broad explanations about foundations and groups present condition with lots of tester and object in a determined time (Kaptan,1998).

The attitudes of Students and teachers' who take place in the context of Fatih project to use of informatics technologies are analysed in the research.

The working universe of the research is composed by pilot schools where Turkey Fatih Project is applied. As an example; İstanbul Bağcılar Dr. Kemal Naci Ekşi Anatolia High School is taken. Tablet computers were distributed to just 9th grade students of the pilot schools within the project.

In the İstanbul Bağcılar Dr. Kemal Naci Ekşi Anatolia High School there are 180 students and 50 teachers and the questionnaire was applied to the students and teachers. Workings which were done before, written

sources such as articles, thesis were scanned in the conceptional and foundational part of the research. Questionnaire about expectations and using of informatics technologies of students and teachers was applied in the light of Fatih project.

Along with the different workings made within the Ftaih project, Fatih project cannot find workings because of being a new application. The workings about Fatih Project are generally executed by National Education and the workings are used as questionnaire.

Findings

Evaluation and comments of the results which are obtained by analyzing the data obtained from the questionnaire results are taken place in the part.

Table 2. Thinkings about students' increasing interests to cources by means of informatics technologies of the students who participate in the research accordinh to their sexes:

			I do not agree it certainly	I do not agree	I am indifferent	I agree	I agree it certainly	Total
Sex	**Female**	Number	16	7	31	20	25	99
		%	16,2%	7,1%	31,3%	20,2%	25,3%	100,0%
	Male	Number	12	9	11	19	30	81
		%	14,8%	11,1%	13,6%	23,5%	37,0%	100,0%
Total		Number	28	16	42	39	55	180
		%	15,6%	8,9%	23,3%	21,7%	30,6%	100,0%

The answer of the question of "My interest is increasing to courses by means of informatic technologies" is searched in the table 2. 16 persons from girl students that is 16.2 percent students answered the question as I do not agree it certainly, 7 persons that is 7.1percent answered as I do not agree, 31 persons that is 31.3 percent answered as I am indifferent, 20 persons that is 20.2 percent answered as I agree, 25 persons that is 25.3 percent answered as I agree it certainly. 12 persons from the boy students that is 14.8 percent answered as I do not agree it certainly, 9 persons that is 11.1 percent answered as I do not agree, 11 persons that is 13.6 percent answered as I am indifferent, 19 persons that is 23.5 percent I agree, 30 persons that is 37 percent answered as I agree it certainly.

Entering to schools as an instrument, generalization and using effectively as a material in the process of education are important for informatics technologies (Tuti,2005:1-8). The students' interests towards informatics technologies are increasing by the way.

Table 1. Thinkings about learning the subjects (video, animation, e-book, cartoons, educational games) of in the cources by e-content of the students who participate in the research according to their sexes:

			I do not agree it certainly	I do not agree	I am indifferent	I agree	I agree it certainly	Total
Sex	**Female**	Number	16	13	18	26	26	99
		%	16,2%	13,1%	18,2%	26,3%	26,3%	100,0%
	Male	Number	15	6	11	20	29	81
		%	18,5%	7,4%	13,6%	24,7%	35,8%	100,0%
Total		Number	31	19	29	46	55	180
		%	17,2%	10,6%	16,1%	25,6%	30,6%	100,0%

The answer of the question of "I am learning the subjects (video, animation, e-book, cartoons, educational games) of in my cources by means of e-content is searched in the Table 3. 16 persons from girl students that is 16.2 percent students answered the question as I do not agree it certainly, 13 persons that is 13.1 percent answered as I do not agree, 18 persons that is 18.2 percent answered as I am indifferent, 26 persons that is 26.3 percent answered as I agree, 26 persons that is 26.3 percent answered as I agree it certainly. 15 persons from the boy students that is 18.5 percent answered as I do not agree it certainly, 6 persons that is 7.4 percent answered as I do not agree, 11 persons that is 13.6 percent answered as I am indifferent, 20 persons that is 24.7 percent I agree, 29 persons that is 35.8 percent answered as I agree it certainly.

Course book, teacher's guide book and workbook are composed for each course and for each learning modul about effective usage of informatics technologies and e-contents (MEB,2012). Students began to utilize the composed e-contents along with Fatih Project.

Table 2**.** Thinkings about using informatics technologies in teaching cources by utilizing their own guide books of teachers who participate in the research according to their sexes:

			I do not agree it certainly	I do not agree	I am indifferent	I agree	I agree it certainly	Total
Sex	**Female**	Number	12	19	23	25	20	99
		%	12,1%	19,2%	23,2%	25,3%	20,2%	100,0%
	Male	Number	11	11	17	24	18	81
		%	13,6%	13,6%	21,0%	29,6%	22,2%	100,0%
Total		Number	23	30	40	49	38	180
		%	12,8%	16,7%	22,2%	27,2%	21,1%	100,0%

The answer of the question of "teachers can use informatics technologies in teaching cources by utilizing their own guide books" is searched in the Table 4.

12 persons from girl students that is 12.1 percent students answered the question as I do not agree it certainly, 19 persons that is 19.2 percent answered as I do not agree, 23 persons that is 23.2 percent answered as

I am indifferent, 25 persons that is 25.3 percent answered as I agree, 20 persons that is 20.2 percent answered as I agree it certainly. 11 persons from the boy students that is 13.6 percent answered as I do not agree it certainly, 11 persons that is 13.6 percent answered as I do not agree, 17 persons that is 21 percent answered as I am indifferent, 24 persons that is 29.6 percent I agree, 18 persons that is 22.2 percent answered as I agree it certainly.

Students are stated clearly that teachers can use informatics technologies in teaching cources by utilizing their own guide books witin the Fatih Project.

Table 3**.** Thinkings about taking precautions to secured and conscious using informatics technologies in classrooms such as virus protection, filtering for dangerous content etc. of teachers who participate in the research according to their sexes:

			I do not agree it certainly	**I do not agree**	**I am indifferent**	**I agree**	**I agree it certainly**	**Total**
Sex	**Female**	Number	0	2	2	15	2	21
		%	0%	9,5%	9,5%	71,4%	9,5%	100,0%
	Male	Number	0	3	4	13	8	28
		%	0%	10,7%	14,3%	46,4%	28,6%	100,0%
Total		Number	0	5	6	28	10	49
		%	0%	10,2%	12,2%	57,1%	20,4%	100,0%

The answer of the question of “teachers can take precautions to secured and conscious using informatics technologies in classrooms such as virus protection, filtering for dangerous content etc. of teachers who participate is searched in the research in the Table 5.

2 persons from female teachers that is 9.5 percent teachers answered the question as I do not agree, 2 persons that is 9.5 percent answered as I am indifferent, 15 persons that is 71.4 percent answered as I agree, 2 persons that is 9.5 percent answered as I agree it certainly. 3 persons from the male teachers that is 10.7 percent answered as I do not agree, 4 persons that is 14.3 percent answered as I am indifferent, 13 persons that is 46.4 percent I agree, 8 persons that is 28.6 percent answered as I agree it certainly.

The milieu of councious, secured, controllable internet can be supplied by this way. A secured internet milieu is supplied by cabled web infrastructure which is established in the schools, systems of content filtration, Firewall, IPS and HTTP Anti-Virus usage with the support of VPN, hiding inner IP distribution logos in electronic milieu, authorization of user, composing awareness of conscious internet usage (http://fatihprojesi.meb.gov.tr /upload/guvenlibilincliinternetkullanimi.pdf). Councious, secured, controllable internet was supplied in the schools which participate to the project.

Table 4. Thinkings about students' failures in the process of education when they are left alone with the computer without any teacher help of teachers who participate in the research according to their sexes:

			I do not agree it certainly	I do not agree	I am indifferent	I agree	I agree it certainly	Total
Sex	**Female**	Number	1	4	4	7	5	21
		%	4,8%	19,0%	19,0%	33,3%	23,8%	100,0%
	Male	Number	3	8	3	9	5	28
		%	10,7%	28,6%	10,7%	32,1%	17,9%	100,0%
Total		Number	4	12	7	16	10	49
		%	8,2%	24,5%	14,3%	32,7%	20,4%	100,0%

The answer of the question of "the process of education is failure when students are left alone with the computer without any teacher help of teachers is searched in the research in Table 6.

1 person from female teachers that is 4.8 percent teachers answered the question as I do not agree it certainly, 4 persons that is 19 percent answered as I do not agree, 4 persons that is 19 percent answered as I am indifferent, 7 persons that is 33.3 percent answered as I agree, 5 persons that is 23.8 percent answered as I agree it certainly. 3 persons from the male teachers that is 10.7 percent answered as I do not agree it ceratinly, 8 persons that is 28.6 percent answered as I do not agree I am indifferent, 3 persons that is 10.7 percent I am indifferent 9 persons that is 32.1 percent answered as I agree, 5 persons that is 17.9 percent answered as I agree it certainly.

Socialization of the students is blocked because of being interactive with computers in Computer Based Education (Odabaşı,1998:138-139). Education process id failure when the students are left alone with the computers.

Discussion And Result

The application was made in İstanbul Bağcılar Dr. Kemal Naci Ekşi Anatolia High School in the research which was executed to define the attitudes toward informatics technologies and expectations from the project of teachers and students who participate in the Fatih Project. The questionnaires were applied just 9th garde students and teachers because Fatih Project is still a pilot application. Data were collected by composed questionnaires to test the declared hypotheses at the beginning of the research and the hypotheses were tested.

1. According to views of students who participated in the research, it is stated that e-content makes teaching courses (video, animation, e-book, cartoons, and educational games etc.) easy.
2. According to views of students who participated in the research, it is stated that teachers can use informatics technology instruments in the cources by the help of their own guide books.
3. According to views of students who participated in the research, it is stated that their interest toward cources increased because of the informatics technology devices.
4. According to views of students who participated in the research, it is stated that the precautions such as adequate virus protection and filtering dangerous content etc. were taken against secured, conscious using of informatics teachnology vehicles in the classroom.
5. According to views of teachers who participated in the research, it is stated that the education process I failure when the students are left alone with computers without ant teacher help.

Suggestions

1. Constant updating of the tablet computers which were distributed within the context of Fatih Project as a result of fast improvement of teachnology.

2. In-service trainings are applied to teachers within the context of Fatih Project to use tablets or to use smart board. However, there is no any informative training to students about using tablet or smart board so applying such trainings to students can be useful.

3. Certain informing about what will happen in case of breaking down, breaking, stealing of the tablets which were distributed within the context of Fatih Project should be done and precautions about the situation should be taken.

4. Researchers who want to do research about Fatih Project in future can search the conditions of teachers and students' orientation to the project, maintainability of Fatih Project.

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