INFORMATION AND COMMUNICATION TECHNOLOGIES AND SCHOOLS
Issues Related ICT Integration into Schools

Suat ÇAPUK

...ideas for the future...

INFORMATION AND COMMUNICATION TECHNOLOGIES AND SCHOOLS
(Issues Related ICT Integration into Schools)
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INFORMATION AND COMMUNICATION TECHNOLOGIES AND SCHOOLS

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FOREWORD

Information and Communication Technologies (ICT) have been an important area for many, such as business, governments and public, and especially for schools. Nowadays, the Covid 19 pandemic effected all sectors and schooling. During the last two decades, there have been many initiatives about ICT, national and international level, last two years with Covid 19 Pandemic dictated ICT to all aspects of life, and also changed education very intensely.

In this book it was tried to lay out the earlier stages of issues regarding ICT implementation in schools challenges, trials and success in the developed countries Later some insight about developing or under developing countries efforts and challenges on ICT implementations. It is believed that understanding how schools responded to ICT at beginning of the 21st century may provide some insight for currents efforts.

Chapter I

The first chapter of the book, after a thorough review of the literature, aimed to identify issues facing teachers in using information communication technology in schools at the beginning of the 21st century was discussed. The issues effecting teachers' use of ICT in public schools were discussed in four categories. First, the issues related to availability and accessibility of ICT infrastructures in the schools. The second one is the teachers' attitudes and beliefs toward ICT technologies. The third one is the teachers' skills and knowledge about integration of ICT into teaching and learning. The last one is the issues that related to socio-cultural, economic, and political aspect of ICT that are affecting the teachers' pedagogies, philosophies on teaching and learning as a member the information society.

Chapter II

In second chapter; first, national and international organizations views and the need for ICT in teacher education programs in order to prepare teachers to become use the available ICT in their classrooms was discussed. Second, the theoretical basis for teaching and learning with ICT were analyzed. Third, the main approaches to integrating ICT in teacher education programs were discussed. Fourth, teacher education programs in which the successful integration of ICT that have been reported were analyzed. Finally, the challenges that teacher education programs are facing while trying to meet the demand to prepare ICT competent teachers were presented.

Chapter III

Issues in Developing or Under Developed Countries on ICT Implementation in Schools. In this part, the issues and challenges developing countries face in implementing ICT will be analyzed in terms economic and socio-cultural factors at the national level, later the issues and challenges regarding implementation of ICT into schools was provided.