Role of Mobile Technologies in Education: Turkey

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Integrating Information and Communication Technologies (ICT) into a centralized education system in Turkey has been an expensive and complex process. Turkish Ministry of National Education (MNE) first introduced computers to secondary schools in 1984. In 1991, national policy included computer-aided instruction. Since 1998, the MNE has been implementing a National Basic Education Program (BEP) after receiving a loan from World Bank.

Instructional methodology in Turkish Teacher Education courses have tradition of rote learning and memorization, while little emphasis placed on creative problem solving or application of information in new and different contexts (Bayram, et al, 1997). Altun (2007) argues the difficulty of integrating collaborative work and hands-on activities when pedagogic strategies are based on lecturers. Furthermore, Mhyre (1998) emphasizes the importance of teachers’ philosophy of pedagogy and subject matter in integrating new technologies in education. However, there is an emerging use of mobile technologies in Turkey from kindergarten to university level but currently limited research. One research (Odabasi, et al, 2009) highlights the use of mobile technologies (PDAs) among hearing impaired students and showcases the daily lives and instructional experiences they have. In this presentation, we will include the case studies and results of our survey among teacher educators who has been integrating new technologies especially mobile technologies in Turkey.

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References


