



AKBANK

endeavor
TÜRKİYE



METU

To Integrate or Not To Integrate: A Decision-Making for School Managers

Author: Filiz MUMCU

E-mail Address: filizkuskaya@gmail.com

TO INTEGRATE OR NOT TO INTEGRATE: A DECISION-MAKING FOR SCHOOL MANAGERS

CASE SYNOPSIS

Bafra Private Secondary School is a well-known school in Samsun and has a history full of success. It was opened in 1998. There are 1 principal manager and 3 deputy managers in the school. The school's tuition is approximately 13.000 Euros per student/year. There are 20 classes (5 of secondary 1, 5 of secondary 2, 5 of secondary 3 and 5 of secondary 4) in the school and each class has 20 students. The school has 20 teachers and their ages changes 30-50.

Nil Maya is an expert in ICT (Information and Communication Technologies) integration; she has a PhD degree in the field of educational technology from a remarkable university. Bafra Private Secondary School management got hired her to analyse the school's ICT related problems and offer possible solutions for them.

Before she started to study in school, she had talked to the school manager. Ali Demir has been appointed as school manager 2 years ago. He had thought mathematics at different schools for 20-years before he was the manager. Ali told Nil that after he had begun to work in the school, he realized that ICT infrastructure of the school was getting old recently. Then, at first he decided to invest in ICT facilities. He wanted the school to be a part of FATİH (Movement of Enhancing Opportunities and Improving Technology) Project carrying out by Ministry of National Education. For this purpose, at the end of his first year, he spent 10% of the schools' budget on ICT infrastructure especially in hardware and software. He also bought



ITUARI
TEKNOKENT
BRIGHTER
TOGETHER



SMART Partners



AKBANK

endeavor
TÜRKİYE



METU

laptops for every teacher in the school and delivered all of them. After investments, the second year, Ali started to force the teachers to use ICT in their teaching processes. He also made ICT usage in teaching compulsory for them. He made intervention meetings monthly. But, at the end of second year, TEOG exam's results showed that the students' success felt down especially in math, science and literature in spite of ICT infrastructure investments.



İTÜ



ITUARI
TEKNOKENT

BRIGHTER
TOGETHER



SMART Partners