



## Experience of Tablet Pc and Smart Board in Shools in Turkey

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### Abstract

All advanced education systems have experienced major reforms involving market powers and consumerism, school effectiveness and school development, teacher competence and elevation of success standards since the 1980s. Also, different views on the role of government have been put forward (1). Today education is a phenomenon with too much importance attributed to it, and is equally controversial. As stressed by Freire, whereas every child has the right to become a creative human being, contemporary schools in general are not the environments convenient for and conducive to the development of genuinely self-reliant and creative humans (2). So much so that the lives of people raised in the educational processes of our time are dependent on authorities, ceremonial formalities, digital Technologies and simulacra.

Recent years have seen deep-rooted transformation and alteration efforts in Turkish education system. Distribution of tablet computers to all elementary and secondary school students, and introduction of smart and interactive blackboards have brought extensive discussions in the context of technology-education relationship to the agenda of the country. The weakening of the interaction between teacher and students in class environment and a technology-oriented and merely spectacular education activity starting to take shape comprise the foundation for negative criticisms. Education is increasingly becoming more cyborg-like. This paper intends to evaluate the changes concerning the use of technology in Turkish education system in recent years on the basis of teacher views and Baudrillard's simulation theory (3.Baudrillard,2002; Adanır,2000). The research will be designed and conducted via qualitative research method. Views from teachers and managers serving in elementary and secondary schools, as well as from students and parents will be analyzed based on the relevant literature.

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