FEYZİYE SCHOOLS FOUNDATION
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EDUCATIONAL TECHNOLOGIES POLICY

IŞIK SCHOOLS

CONTENTS

Our Vision

In light of our values from the past, we enlighten the future through education.

Our Mission

The primary guiding principle of FMV Işık Schools is to 'raise good citizens'.To this end, it aims to educate its students as individuals who are adaptable thinkers, lifelong learners, able to apply new ideas and methods, with ethical and cultural values, critical thinking skills and with respect for diversity. It also aims to raise students who contribute to social well-being and universal development with productivity in accordance with their own interests and abilities, and who are environmentally aware of a sustainable world, harnessing the transformative power of reason and science through innovative programmes.

Our Aims

The foundation of the educational philosophy of FMV Işık Schools is to achieve the following goals in line with the principles set by Atatürk:

- To ensure that our students acquire the knowledge and values related to the rights of all living beings, especially the rights of the child, within the framework of respect, peace and tolerance required by the culture of living in unity.
- To support our students in becoming inquiring individuals through their thoughts and actions, self-awareness, entrepreneurial outlook, innovation in creativity and productivity, and balanced in their social relations and developed in their thinking skills.
- To raise individuals who understand different cultures, have the skills to communicate effectively in a global context and understand the richness of diversity.
- To raise individuals who use their language skills at the highest level, especially their mother tongue, who are competent in English, who have developed communication skills in a second foreign language, and who play an active role in international events.
- To support our students' perception of national and universal knowledge and the values they have acquired through an active learning approach with a transformative perspective.
- To create learning environments where students can use innovative digital skills effectively, while respecting ethical values.
- To educate individuals who embrace universal ethics and academic integrity as a principle in all their endeavours.
- To ensure that our students become individuals with a developed sense of responsibility, autonomy, versatility and sustainable life skills.
- To enable our students to engage in national and international experiences with their scientific, social, artistic and sports skills through high quality education.
- To equip our students for higher education by helping them develop self-awareness and set goals aligned with their interests and strengths.

IB (The International Baccalaureate®) Mission

IB (The International Baccalaureate®) Mission The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

This policy outlines the principles of using educational technologies and digital citizenship at FMV Işık Schools, aligned with the stated vision, mission, and goals.

1. INTRODUCTION AND GENERAL INFORMATION

1.1. What are Educational Technologies?

Educational technologies refer to integrating digital tools and resources into the educational process to enhance learning quality and retention. A variety of hardware, software, educational applications, and online platforms selected according to techno-pedagogical principles are used to achieve this. Educational technologies make learning experiences more manageable and engaging for students while allowing teachers to use educational tools effectively and adaptively. This enables students to personalize their learning experiences and adopt methods that align with their cognitive attitudes.

1.2. Purpose of the Educational Technologies Policy

The purpose of FMV Işık Schools' Educational Technologies Policy is to define the rules and practices used in planning, reviewing, and reshaping techno-pedagogical practices integrated into all educational activities. It provides a collaboratively prepared, up-to-date roadmap to enhance the value of education.

1.3. Why Do We Need an Educational Technologies Policy?

FMV Işık Schools supports the correct, safe, ethical, and responsible use of advanced technologies such as artificial intelligence, smart devices, social networks, electronic applications, and publications. The goal is to help students develop a conscious approach to using these technologies effectively and build digital citizenship awareness. The policy recognizes the significant contributions that effective use of information and communication technologies can make to today's and tomorrow's societies

1.4. Target Audience of the Educational Technologies Policy

The Educational Technologies Policy applies to all members of the school community, including administrators, teachers, students, and parents. It aims to raise awareness among stakeholders about the conscious and ethical use of educational technologies to add value to education

1.5. Technology Strategies Commission (TESKO)

FMV Işık Schools adopt a techno-pedagogical approach and the philosophy of common sense for the use of new technologies in educational environments. Within this framework, the Technology Strategies Commission (TESKO), composed of stakeholders with diverse roles from all schools, convenes periodically under the leadership of the R&D and Educational Technologies Coordinator. The commission discusses the integration of new technologies and digital transformation in educational processes and makes recommendation decisions to be presented for senior management's approval. Commission members regularly update their schools about TESKO's agenda.

2. EDUCATIONAL HARDWARE AND SOFTWARE STRATEGIES

2.1.Hardware Strategies

FMV Işık Schools utilize educational technologies to support effective and lasting learning. Developments in this field are closely monitored, and necessary efforts are meticulously carried out to adapt suitable technologies to learning environments. To ensure that all school stakeholders

have access to technology and can use it effectively and efficiently, strategies and action plans are developed for the required infrastructure, hardware, and software solutions. Additionally, potential issues and obstacles in these processes are addressed with a proactive approach, and solution-oriented strategies are developed.
The hardware and infrastructure needs for all learning environments are planned and implemented in coordination with the R&D and Educational Technologies Coordination Unit and the IT Department.

2.2.Software Strategies

FMV Işık Schools prioritize the adaptation of software to ensure data is meaningful and platforms are accessible. For new digital subscriptions or purchases, SSO (Single Sign-On) support is a fundamental requirement.

To identify the digital educational content, tools, and software used and needed by teachers, regular surveys and feedback forms are conducted and evaluated by the R&D and Educational Technologies Coordination Unit. Necessary actions are taken to address institutional usage plans affecting all schools or specific needs identified for individual schools. Decisions on software usage scenarios or procurement are made based on recommendations from TESKO when required.

2.3.Budget Management

All educational software, hardware devices, and related needs concerning the schools are evaluated by the FMV R&D and Educational Technologies Coordination Unit. When necessary, these requests and suggestions are brought to TESKO's agenda for further discussion. For software, tools, or equipment deemed suitable for purchase, a budget proposal is prepared and submitted for senior management approval.

3. TOOLS AND PLATFORMS

FMV Işık Schools enhance educational environments and lesson content with modern educational technology applications and tools. The educational technology platforms used in both formal and remote learning processes are utilized as follows:

3.1.Student Information System, Learning Management System and Video Conferencing Software

FMV Işık Schools store their students' demographic and academic information digitally on a Student Information System (ÖBS/SIS) and a Learning Management System (EYS/LMS). Materials, projects, and assignments related to synchronous (real-time) / remote or asynchronous (on-demand) lessons are shared with students through these platforms.

Requests regarding the ÖBS/SIS and EYS/LMS from schools are evaluated by the Educational Technologies Coordinators and, when necessary, by TESKO. Necessary update requests are then communicated to the relevant provider. Current software and solutions in this field are monitored by the FMV R&D and Educational Technologies Coordination Unit.

For remote education processes or extracurricular learning activities, institutional video conferencing software is utilized. This software is configured to work in harmony with the ÖBS/LMS and EYS/SIS.

3.2.Işık Digital Internal Training Academy – IDEA

FMV Işık Schools strive to utilize the transformative power of technology in alignment with their goals of continuous development and learning. Face-to-face training sessions planned throughout the year for all staff under the Işık Internal Training Academy are supported by the institution's digital learning platform, aiming to enhance diversity, accessibility, and inclusivity.
With investments in emerging technological opportunities, internal and external training sessions are designed to be independent of time and location, conducted synchronously (real-time), remotely, or asynchronously (on-demand). These sessions are reported by the Directorate of Educational Institutions, presented to school administrations, and evaluated accordingly

4. DIGITAL COMMUNICATION STRATEGIES

The tools used by students, parents, and teachers for interaction are defined as follows:

- **School Administration and Teachers:** Communication among themselves, with students and parents, and other school stakeholders is conducted through institutional email accounts or the ÖBS/SIS platform. When necessary, communication with parents can also take place via school phones, SMS, or a video conferencing application.
- **Students:** Interaction with their teachers is facilitated through email accounts assigned by the school, or the messaging modules on the ÖBS/SIS or EYS/LMS platforms.
- **Parents:** Communication with the school administration and teachers is conducted via the ÖBS/SIS or institutional email addresses. Online meetings are carried out using the school's corporate video conferencing software.
- **Parents:** To ensure uninterrupted communication with the school, parents are required to keep their contact information (email address and mobile phone number) updated on the ÖBS/SIS.

5. DIGITAL CITIZENSHIP PRINCIPLES AND STRATEGIES

The rapid development of technology has necessitated the swift adaptation of many fields, such as education, healthcare, social communication, production, law, and commerce, to digital environments. While these digital transformation processes present numerous opportunities, they also bring new challenges and questions. The concept of Digital Citizenship can be defined as an individual's ability to use information technologies in these areas appropriately, considering their benefits and risks. FMV Işık Schools aim for students to possess fundamental digital literacy, be aware of their rights and responsibilities, and demonstrate ethical behaviour in all digital processes when using educational technologies.

FMV Işık Schools place significant emphasis on Digital Citizenship Principles and highlight them across all areas. The school provides students with digital citizenship education that aligns with international standards through the Information Technologies (IT) Curriculum and implements projects to enrich their experiences in this domain.

FMV Işık Schools adopt the Common Sense Education program of the internationally respected organization Common Sense Media for Digital Citizenship Principles Sense School The schools aim to achieve Common Sense School accreditation for all their institutions. Digital Citizenship Principles are addressed in six dimensions as outlined in this program and integrated into the Information Technologies Curriculum.

5.1.Media Balance and Wellbeing

In our current environment, where we are in constant interaction with digital tools, we have continuous access to real-time information. It is essential to discuss both the benefits of this constant connectivity and its negative impacts on mental wellbeing. In lessons focused on Media Balance and Wellbeing, students are provided with opportunities to reflect on their own use of digital tools. Additionally, they engage in discussions that encourage critical thinking about the broader impact of digital media on society, exploring thought-provoking questions and answers.

5.2.Privacy and Security

The concept of Privacy and Security introduces students to the idea of online privacy and the potential consequences of sharing personal information with various parties (close acquaintances, social media users at large, applications utilizing data, and more). While sharing personal and private information may seem routine and can support social interaction, it also carries significant security risks. The concept of Privacy and Security helps students understand how these risks can lead to issues such as identity theft and online scams, raising their awareness of these potential dangers.

5.3.Digital Footprint and Identity

Digital media users leave many traces on applications and web browsers as a result of their online activities. IT lessons aim to help students recognize whether the information they share should be concealed or disclosed. In line with this, students are encouraged to reflect on how sharing information online may affect themselves and others. They are supported in learning to think critically before revealing information.

5.4.Relationships and Communication

As being online becomes an indispensable part of daily life, students deeply explore how they can use personal and interpersonal skills to build and strengthen positive online communication and communities. They identify common digital stressors and examine their impact on relationships. Additionally, students learn how to communicate effectively online and determine which platforms or environments are best suited for specific topics and conversations.

5.5.Cyberbullying, Digital Drama and Hate Speech

IT lessons teach students about the impact of digital drama, cyberbullying, and hate speech on both themselves and broader communities. They explore the roles individuals play and how their actions—whether positive or negative, intentional or unintentional—affect peers and larger groups. Students are encouraged to take an active, supportive role in raising awareness about these issues and to create online communities with this purpose in mind. They also learn to develop empathy, compassion, and courage to combat negative online interactions effectively.

5.6.News and Media Literacy

It is crucial for students to learn to think critically about the issues they encounter daily. They develop the ability to effectively identify, evaluate, and use information, find credible and reliable sources, and appropriately credit them. Students also gain an understanding of how individuals and society are influenced by current events. As creators, they reflect on their responsibilities and rights in the online spaces where they consume, produce, and share information.

6. DIGITAL RESOURCES AND ACCESS

6.1. Digital Databases and Electronic Resources

FMV Işık Schools provide students with access to global online databases. The R&D and Educational Technologies Coordination Unit organizes the necessary technical work to ensure these digital resources are as accessible as possible and provides relevant information.
Membership requests and budget processes are managed in collaboration with the relevant departments

6.2. Access to Information

FMV Işık Schools utilize emerging technologies to provide information and document access services within library environments for their students and teachers. The schools adopt an information access model that responds quickly to user requests, delivers up-to-date information services at the highest level, and contributes to the development of the school community. They organize seminars on electronic resources for members, conduct online presentations on scientific research methods in the context of information literacy, and offer training and support, particularly to IBDP students and teachers, on using the MLA style in their academic work.

7. STUDENT MONITORING, ASSESSMENT AND EVALUATION SYSTEMS

At FMV Işık Schools, all assessment and evaluation activities are conducted in accordance with the FMV Işık Schools Assessment and Evaluation Policy.
FMV Işık Schools regularly monitor students' development in both academic achievement and social skills during formal and remote education processes, recording this progress through technological infrastructure. The results of all assessment and evaluation activities are shared with students, teachers, and parents via digital platforms (SIS/LMS).
All assessment and evaluation activities at FMV Işık Schools are analyzed and reported digitally by the assessment and evaluation unit. Students' classroom activities, homework, project, presentation performances, self-assessments, and peer evaluations are recorded by teachers at specified intervals using ALİS (Pre-K to High School Student Tracking System). ALİS is structured on the SIS platform, allowing data to be transferred to the next academic year. This system provides students with meaningful feedback on their personal development.

8. FUTURE-ORIENTED LEARNING COMMUNITIES AND PROGRAMS

8.1. Digital Leaders Academy (DLA)

The Digital Leaders Academy (DLA) is a community of visionary teachers from various disciplines at Işık Schools. They combine their subject knowledge and experience with digital content and lesson design to create effective and meaningful lessons, whether in-person or online. Their mission is to spread this culture within the school and ensure learning takes place in every lesson. The DLA academic program is planned under the responsibility of the R&D and Educational Technologies Coordination, in collaboration with the Institutional Digital Processes Consultant and other relevant trainers.

DLA teachers come together at regular intervals for training and collaborative work. Digital Leaders share the training they receive and the lesson designs they create with other department teachers. They also represent the institution by participating in training sessions and presentations, both within the school and on other educational platforms.
The content and lesson designs developed during the DLA processes are shared and made accessible through the institutional Learning Management System (LMS).

8.2. Işık Digital Passport Program - IDP

he IDP project is an interdisciplinary collaborative digital learning project initiated with the goal of nurturing individuals equipped with the skills required for the 21st century. The primary aim of the project is to enhance the learning motivation of diverse learners and support all our students in developing themselves as conscious digital citizens of the information age.
Within the program, students who successfully complete the relevant activities and qualify for IDP Certification are allowed to use their certified devices—tablets or computers registered to the secure school network. By attaching their certification stickers, they can choose to complete teacher-planned and approved classroom activities using technology.
The IDP program leverages the technology students are already familiar with and using, integrating it effectively into academic environments. At FMV Işık Schools, the infrastructure, content, and training plans required for implementing the IDP program have been finalized, and the implemen-
tation process has commenced.

8.3.Think & Experience Together - (TExT) Program

FMV Işık Schools, through its learning and experience community TExT, designed in collaboration with industry, academia, and the school, offers students unique and real-life opportunities to bring their innovative ideas to life. At TExT, forward-thinking young individuals who are open to innovation, possess self-management skills and an entrepreneurial spirit, enjoy creating and sharing, and value transformative competencies and personal development, come together at regular intervals under the guidance of their teachers.

TExT students discuss their projects during these meetings, receiving feedback, insights, and training from field professionals and academic advisors. They also participate in various competitions and events to showcase their projects.
TExT adopts the "Sustainable Development Goals" (SDGs) set by the United Nations and focuses its projects on finding solutions to challenges within these goals.
TExT is open to collaborations with national and global companies in line with its project objectives

9. TECHNOLOGY TRAINING

9.1.Training Needs and Planning

FMV Işık Schools not only ensure the planning and procurement of educational technology hardware, infrastructure, and software but also support their teachers with training to develop a techno-pedagogical identity

For tools, applications, or methods planned for institutional use, the R&D and Educational Tech
nologies Coordinator identifies requirements and organizes synchronous (real-time) or

asynchronous (self-paced) training sessions and seminars, either at schools or via the IDEA Platform. Training needs in the field of educational technologies, as identified by campus teachers, are conveyed to the IT and Educational Technologies Coordinator (BTK) through department heads. Necessary training arrangements are planned with the approval and knowledge of school administration.

9.2. Beginning-of-Term Training Sessions

Newly hired teachers are provided with an orientation on the foundational educational technology approaches and applications used within the institution. Training sessions are planned to be conducted either in person or via the IDEA Platform, utilizing synchronous (real-time) or asynchronous (self-paced) formats.

10. ALIGNMENT WITH OTHER POLICIES

10.1. Academic Integrity Policy

Academic Integrity is one of the core principles of FMV Işık Schools. Our school's philosophy is rooted in the belief in nurturing global citizens who are honest, responsible, and aware of ethical values. Students are expected to understand the concepts that constitute academic integrity and exhibit appropriate academic behaviour throughout their lives. This principle extends not only to students but to all members of the school community, who recognize the importance of principled, virtuous, and honest behaviour.

At its core, academic integrity involves individuals completing their tasks independently and genuinely owning the knowledge they claim as their own. All students must understand the value of conducting honest research and the benefits it provides, as well as the meanings of terms such as originality, intellectual property, and creative expression. In assignments and projects, students are required to follow proper citation and referencing rules when incorporating the ideas of others.

Under the Digital Citizenship principles of the Educational Technologies Policy, students are simultaneously engaged in activities promoting academic integrity and digital literacy. Students are encouraged to develop habits of using reliable sources, accessing accurate information, and creating their digital outputs in their assignments and projects.

The Academic Integrity and Educational Technologies Policies are directly interconnected and work collaboratively to support these objectives.

10.2. Distance Education Policy

The distance education process refers to the continuation of education through educational technologies when schools are physically closed due to various reasons, in circumstances where face-to-face education cannot take place, or to support teaching during face-to-face education. This process aims to maintain high-quality education through a holistic and balanced pedagogical approach. The Distance Education Policy and the Educational Technologies Policy are complementary in nature. As emphasized in our Distance Education Policy, to achieve the goals of distance education at our schools, potential needs are identified beforehand, and strategies are developed to address these needs during and after the distance education process. For the smooth implementation of the distance education process via technological tools and applications, all school stakeholders must use electronic communication resources correctly, safely, ethically, and responsibly in alignment with Digital Citizenship strategies.

The rules and practices outlined in the Educational Technologies Policy, which guide the planning, review, and redesign of digital activities integrated into all teaching and learning processes, are also applicable during the distance education process.

10.3.Child Protection Policy

Interactions through information and communication technologies that negatively affect a child's emotional, physical, or developmental well-being fall under the category of cyber abuse. Cyber abuse includes exposure in online environments to hate speech, suppression, persistent stalking, harassment, bullying, violent content, and pornographic images, leading to the deterioration of the child's emotional, social, and physical development. This type of abuse often encompasses other forms of emotional, physical, sexual, and neglect-related abuse.
It is essential for all administrators and teachers to adopt a protective and informative role in situ-
ations where a child may be at risk of cyber abuse.

10.4.Artificial Intelligence (AI) Policy

FMV Işık Schools' modern educational strategies are open to being supported by artificial intelligence (AI) technologies. This approach aims to provide students with a brighter education that bridges the past, present, and future through modern learning methods. One of the primary goals of the AI Policy, similar to the Educational Technologies Policy, is to establish a comprehensive guide for the ethical use of technology, ensuring data security and privacy.
In this context, the Educational Technologies Policy provides guidance to students on digital literacy and the ethical use of technology, complementing the AI Policy in these areas. Together, these policies create a cohesive framework for integrating technology responsibly into education.

11. POLICY REVIEW PROCESS

In the rapidly evolving field of educational technologies, it is crucial that our policies and practices remain up-to-date, effective, and aligned with the needs of the school community. The FMV IO Educational Technologies Policy is routinely reviewed by the relevant committee at the end of each academic year. During this process, the latest advancements in the field, trends in educational technologies, the Digital Citizenship Curriculum, and future projections are evaluated.
The alignment of this policy with other institutional policies is also examined, and necessary updates are made.
This policy was reviewed and updated by the policy committee in June 2024 to incorporate required changes.

12. EDUCATION TECHNOLOGIES POLICY COMMISSION MEMBERS

İsmail Süha Hayal
Başak Atağ
Ahmet Salih Taş
İpek Turan Akça
Nabi Pakman

During the policy preparation process, feedback and insights were obtained from FMV Digital Processes Consultant, Prof. Dr. Tufan Adıgüzel.

IŞIK SCHOOLS

- Nişantaşı
- Ayazağa
- Erenköy
- Ispartakule
- Florya

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THE FUTURE IS BRIGHT WITH "IŞIK"!

In addition to our academic achievements, with the diverse education we provide from science to technology, from sports to arts, success has been shining at Işık **since 1885!**