**Digital Transformation in Education and Life Skills** 



When we approach the digital transformation of educational settings as a whole, learning procedures are not only enriched, carried out uninterrupted and maintained with higher interaction compared to traditional learning methods, but also we can see that students develop the life skills that they will need in this new world order. Read more...

**Duygu AYDOĞAN** Homeroom Teacher



**Understanding by Design (UbD) and Technology** 

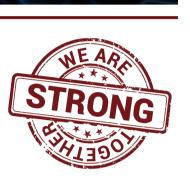


Selçuk DOĞAN Ph.D. | Assistant Professor of Curriculum & Instruction Georgia Southern University

Principles of Understanding by Design (UbD) approach involve the use of technology in every step and start with selecting a technology according to the objective, followed by integrating these selected technologies into curricula in order to gather pieces of evidence, write open-ended problems; support, diversify and enrich performance related tasks, conduct heuristic activities, and carry out reflection and self-evaluation. For further examples and hints, you can review the <u>infographics</u> prepared by Dr. Selçuk Doğan. UbD takes time and effort; it is very essential to get cooperation and peer support in this process. Therefore, Dr. Selçuk Doğan has prepared a video titled UbD and Technology intended for Hisar Schools teachers. You can watch the <u>video</u> to get some answers for your questions.



A Motivation Method in Instructional Design: ARCS Model





Model which was developed by educational psychologist John Keller in 1979. ARCS stands for Attention, Relevance,

Confidence and Satisfaction. Before delving into the steps of the ARCS model, I would like to briefly mention Keller's definition of motivation.

Studies conducted by instructional designers and learning psychologists reveal various theories and models for instructional motivation. One of these models is the ARCS



Okan UZELLİ

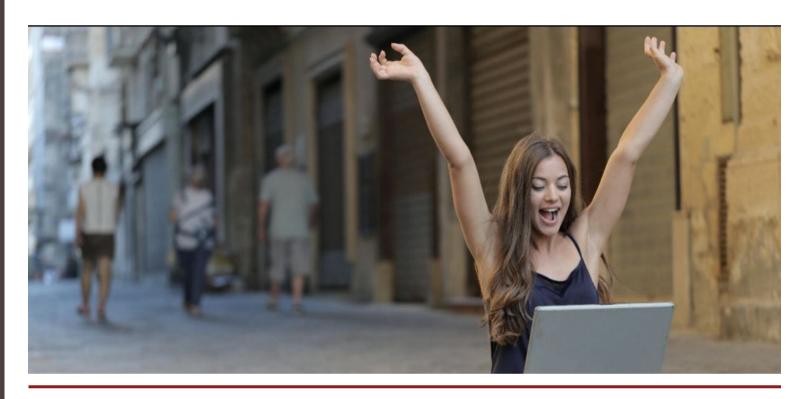


**Digital Divide: Access to Technology or Technology Distancing?** 



Özge KÜÇÜKOSMAN Middle School Social Sciences Department Head

With the rapid technological transformations since the 1900s, a new term that we started to hear more frequently has been coined as of the 2000s: "Digital Divide". Activities intended for inequality of opportunity in education have been inevitably associated with the access to digital resources after the outbreak of the pandemic in particular. A series of reports called "Impacts of Coronavirus on Education in <u>Turkey</u>", drafted by ERG, specifically discusses the impacts of the digital divide on distance learning. Read more...



**Integrating Technology Into Preschool Settings** In recent years, the agenda of educators is



**Preschool Teacher** 

mainly focused on students' differences such as readiness degrees, development levels, fields of interest, learning rates etc. The utilization of technology has a very critical role in creating content customized for each student and thus diversifying these contents in accordance with the defined curriculum. Integrating technology into a curriculum involves transforming the technology into an effective tool for content or in multidisciplinary settings. Read more...





empower teachers, engage the ecosystem, be data-driven" (<u>Technology And Innovation In</u> Education At The World Bank). In this regard, we have prepared a report based on the results of the 2021-2022 teacher feedback forms. You can access the report <a href="here">here</a>. The report involves feedbacks from our 130 teachers. Read more...

The World Bank advises to adhere to the following five principles while investing in educational technologies: "ask why, scale for all,





program to Activinspire, to facilitate adding texts, drawings or notes on PDF files. You can access your files via cloud system Microsoft OneDrive on all devices after signing in with your school e-mail account, and edit these files. It allows you to transfer your work from computer to smartboard instantly, and to make and save any revisions. Read more...





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