



Hisar School INFORMATION STRATEGIES POLICY

2022- 2023



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Introduction

In compliance with its mission and principles, Hisar School has prioritized approaches that are adaptable to any change and challenging conditions, allowing a flexible and communicative structure, without compromising on scientific approaches. These priorities require that the planning and the use of **face-to-face, online, synchronous, and asynchronous learning tools, and strategies are realized as a whole in order to achieve high-level learning experiences** in all academic processes.

Hisar School Information Strategies Center (BSM) carries out its works for the purpose of ensuring that information and communication technologies support learning environments as an integral part of the education process, and **structuring a dynamic, sustainable and manageable ecosystem that can easily adapt to changing conditions and requirements within the integrity of K12.**

Hisar School Information Strategies Policy is a document that reflects our perspective on carrying out education in a multi-channel approach and integrating technology into educational environments, explains the relevant processes, and defines the roles and responsibilities of our teachers, students, and parents. This document is regularly developed and updated as a point of reference in terms of ensuring that **the digital transformation** process is traceable, manageable, and sustainable.

Last Updated: June 2022 V7.0

Hyflex: Hybrid & Flexible Education Policy V6



Sustainability and Standards

Adopting an approach that considers international educational technology policies and standards, BSM carries out its activities in line with the standards determined by / **International Society for Technology in Education** (ISTE). In this context, the roles of our students and teachers are defined below.

ISTE Standards for Educators ¹	ISTE Standards for Students ²
Learner	Empowered Learner
Leader	Digital Citizen
Digital Citizen	Knowledge Constructor
Collaborator	Innovative Designer
Designer	Computational Thinker
Facilitator	Creative Communicator
Analyst	Global Collaborator

Table 1: ISTE Standards for Educators and Students

¹"ISTE Standards for Educators | ISTE." <https://www.iste.org/standards/for-educators>. Accessed 16 Jun. 2021.

²"ISTE Standards for Students | ISTE." <https://www.iste.org/standards/iste-standards-for-students>. Accessed 16 Jun. 2021.



Digital Citizenship, Ethics and Awareness

Hisar School's activities on digital citizenship, ethics, and awareness are accredited by **Common Sense**, which is the most important organization worldwide on this subject. School community is expected to act with this awareness in all cases. In this context, the following subjects are emphasized.

- Digital Privacy and Security
- Self-Expression and Digital Identity
- Being a Part of Internet Culture
- Acting in accordance with **Academic Honesty** Principles

common sense
SCHOOL



2021-2023

Committed to creating a culture of digital learning and citizenship.



Within the scope of **ISTE Standards**, students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

Students,

- Are aware of the permanence of their digital identity and actions in the digital world.
- Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online.
- Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- Manage their personal data to maintain digital privacy and security and are aware of data-collection technology online.

Academic Contents

Materials opened to sharing by Hisar School are published on our website for the access of all users as part of **the open source approach**. All materials shared via the content management systems (Google Classroom) include the academic processes among the relevant course, teacher, and student. Presentations, videos, working sheets, documents, exams, and other course-related materials within the intellectual property rights cannot be shared with third parties.

Our school cares about the process of Personal Data Protection Law (PDPL); **Clarification Texts** can be found on our website.



1:1 iPad & BYOD Programs

1:1 iPad & BYOD: Bring Your Own Device programs which have been implemented at the middle and high schools since 2011 and primary school since 2021 directly affect the academic processes. Our goal is to ensure that our academic program is implemented effectively on all platforms using the appropriate technologies. The devices to be used by our students were determined and recommended to be **MacBook / iPad** considering the planning of our school on information strategies, the readiness level of our students, and the feedback from the parents.

Since 2011-2012 academic year;

- Our Middle School students bring their iPads and use them in their educational environments.
- BYOD program ensures that each student at the high school brings their own computers and uses them in the educational environment.

In addition to the 1:1 iPad and BYOD programs, our pre-school students use the school's mobile iPad laboratory;

- Our Middle School students use the iPads in their classrooms in educational environments.
- Primary School 1st, 2nd, and 3rd-grade students use the school's mobile iPad laboratory in their educational environments.
- Our Primary School 4th-grade students bring their iPads and use them in their educational environments.



Mass Open Source Online Courses (MOOC)

Mass Open Source Online Courses (MOOC) typically consist of pre-recorded video courses, readings, reviews, and discussion forums. These courses;

- Are massive and enrollments are unlimited and large masses can be reached (Massive).
- Are open, everyone can enroll, there is no acceptance process (Open).
- Are online and performed online (Online).
- Course is composed of contents with determined achievements, time, and goals (Course).

Most MOOCs are prepared by universities. Some of the MOOC content creators are Stanford, MIT, and Harvard. Some MOOC platforms are;

1. Coursera <https://www.coursera.org/>
2. edX <https://www.edx.org/>
3. FutureLearn <https://www.futurelearn.com/>
4. Udacity <https://www.udacity.com/>



Purpose

At Hisar School, online learning models in which learners take responsibility for their own learning process are utilized to encourage flexible and extended learning opportunities as part of the academic process. MOCC platforms are used for the school community in line with the below-mentioned objectives.

- Achieving the development of learners' lifelong learning skills
- Ensuring that learners take responsibility for their own learning process
- Providing time-independent, non-spatial, and flexible learning opportunities
- Offering alternative learning opportunities
- Adapting to the digitalizing world
- Gaining cultural, international and interdisciplinary perspectives
- Preparing our students for the university life and the future
- Contributing to professional development of our teachers and employees

Process

The following process is conducted to involve MOCC in the academic processes and to attain the said objectives.

1. Technical Integration
2. Academic Integration
3. Follow-up and Guidance

Technical Integration

- Structuring the system in a safe environment in an easily accessible way
- Providing the relevant necessary guidance and information regarding the platform use
- Managing the technical process regarding the course selection and assignment
- Receiving the user reports of MOCC system

Academic Integration

- Examining and approving the suitability of the offered content
- Providing the necessary guidance and information regarding the process
- Processing certificates of the students who completed courses in their transcripts

Follow-up and Guidance

- Giving the necessary feedback to the relevant people based on the reports of MOCC system
- Ensuring that the necessary guidance on course selection of students is provided by the Academic Departments and Career Center (Domestic and Foreign University Consultancy)
- Ensuring that the necessary guidance regarding course selection of teachers is provided by the Professional Learning Center and Information Strategies Center

General information about the subject and the points to be considered about distance education are given in [Hisar High School & Coursera](#) presentation. We suggest you review it.



HyFlex Course Design Strategies

Adapting to changing conditions and allowing a flexible structure, HyFlex (Hybrid + Flexible), which is a combination of the words **hybrid and flexible** is a dynamic process to enable transition between models and scenarios (face-to-face, distance, hybrid).

HyFlex Course Design Strategies study was performed by the Information Strategies Center to make the learning strategies that inherently exist in the academic processes visible and offer the suitable technical infrastructure, tools, and resources for such strategies, and **the course designs** prepared at different levels and branches by our teachers were shared with the school community. The below-mentioned strategies offered for the integration of technology into the curriculum should be taken into consideration and planning should be made accordingly.

Understanding by Design

The learning design at our school complies with the **Understanding by Design, UbD** perspective at every stage and course. This process is composed of three stages.

1. Targeted Outcomes
2. Assessment and Evaluation Evidence
3. Learning Plan

WHERE TO which is used for the planning of learning experiences and activities at the 3rd stage of the UbD approach corresponds directly to the strategies and approaches which are defined as the building blocks of learning.³

In the following table, the strategies which might be appropriate for each stage are shown in bold letters.

	UbD "WhereTo"	Building Blocks of Learning
W	How will you help your students to know where they are headed and why they are going there?	Teaching and Modeling Discussion Research and Exploration Cooperation and Common Tasks Exercise and Review Assessment Reflection and Meta-Cognitive Skill Building

³ The Building Blocks of an Online Lesson, 17 July 2021, <https://catlintonucker.com/2020/05/building-blocks-of-an-online-lesson/>.

H	<p>How will you attract students' attention through interesting and intriguing experiences that point to main ideas, main questions, and performance homework?</p>	<p>Teaching and Modeling Discussion Research and Exploration Cooperation and Common Tasks Exercise and Review Assessment Reflection and Meta-Cognitive Skill Building</p>
E	<p>What kind of activities (whether real or simulation) can students experience to realize ideas and cases? Which learning activities will help students to explore the main questions? Which instructions are necessary to gain skills for students for final performance?</p>	<p>Teaching and Modeling Discussion Research and Exploration Cooperation and Common Tasks Exercise and Review Assessment Reflection and Meta-Cognitive Skill Building</p>
R	<p>How can you ensure that students put forward an idea, reconsider, and get to the bottom of the main idea? How will you guide the students to ensure they repeat, review and develop their own studies through feedback and self-evaluation?</p>	<p>Teaching and Modeling Discussion Research and Exploration Cooperation and Common Tasks Exercise and Review Assessment Reflection and Meta-Cognitive Skill Building</p>
E	<p>How will students demonstrate what they understand regarding their final performances and products? How will you guide them to make self-assessments to set goals for the future through defining the strengths and weaknesses of their studies?</p>	<p>Teaching and Modeling Discussion Research and Exploration Cooperation and Common Tasks Exercise and Review Assessment Reflection and Meta-Cognitive Skill Building</p>
T	<p>How will the content, process, and/or product be differentiated to support students according to their individual learning styles and fields of interest?</p>	<p>Teaching and Modeling Discussion Research and Exploration Cooperation and Common Tasks Exercise and Review Assessment Reflection and Meta-Cognitive Skill Building</p>

O	<p>What should be the best order for our learning activities to ensure that students participate in the course and maximize their effectiveness?</p>	<p>Teaching and Modeling Discussion Research and Exploration Cooperation and Common Tasks Exercise and Review Assessment Reflection and Meta-Cognitive Skill Building</p>
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Table 2: WHERE TO & Building Blocks of Learning



Building Blocks of Learning

Explanations and suggestions on the basic strategies and approaches given in Catlin Tucker's study called "The Building Blocks of an Online Lesson" are shown in the table below. ⁴

Building Blocks of Learning	
Teaching and Modeling	Explain the concepts related to your course content and provide main information and instructions.
Communication, Discussion and Speaking	Create opportunities for the students to speak and declare themselves regarding the texts, videos, up-to-date cases, and subjects specific to your course.
Research and Exploration	Create environments to encourage students to research a subject or problem, explore it thoroughly, learn from each other and share the information they obtain.
Cooperation and Common Tasks	Group the students as online / offline or synchronous / asynchronous, provide opportunities to encourage collaboration and creativity by asking them to work on common tasks.
Exercise and Review	Provide your students with the opportunity to practice their knowledge and skills, think and review. Meet them with practice and revision activities to strengthen their capacity to understand concepts and help them to develop their skills.
Assessment	Assess the learning of your students through the process- and result-oriented methods.
Reflection and Meta-Cognitive Skill Building	Encourage students to reflect upon their learning. What did they learn? How did they learn? What kind of questions do they have?

⁴ The Building Blocks of an Online Lesson, 17 July 2021, <https://catlintucker.com/2020/05/building-blocks-of-an-online-lesson/>.

Table 3: Building Blocks of Learning

Informatics Infrastructure

The informatics infrastructure of our school is configured in a way that ensures internal and external learning activities are supported, **correct resources are instantly reached through appropriate tools, and the learning is continued time-independent and non-spatial.**

Hisar School ensures that the users benefit from learning and content management, accessible cloud and video conference systems such as **Google Workspace, MS Teams** and **Cisco WebEx** consisting of **Apple, Google, Microsoft** and **Cisco** products thanks to its 1GB symmetric Internet connection, 2 units of 300MB symmetric standby lines and Cisco network infrastructure.

The digital tools, applications, and platforms that are used to promote **face-to-face, online, synchronous and asynchronous** studies and determined given the age, readiness, and academic needs of our students were integrated into our educational infrastructure.



Technical Infrastructure

Informatics Infrastructure	
Accessible Cloud Systems	Students and teachers communicate easily, reach the resources, complete assignments and submit projects by using the Google Workspace platform.
LMS: Learning Management Systems	Learning Management Systems (LMS) provides an online system to create content, offer content to students, follow up on student participation, and assess student performance. Hisar School uses Google Classroom as the content management system at pre-school, primary school, middle school, and high school levels.
MacBook Computers	All teachers of Hisar School use MacBook computers.
Video Conference Systems	Hisar School uses Google Meet at the K12 level for online courses. Microsoft Teams and Zoom are also included in the technical infrastructure of the school as video conference programs to be used when necessary.
Smart Board Systems	There are camera and sound systems to ensure broadcasting from classrooms in addition to Promethean Titanium ActiveBoard 75" or 86" Touchscreen Smart Board systems in all classrooms at Pre-K12 integrity.
Wacom Tablets	Wacom tablets which can turn programs, documents, and presentations used on the computer into writable, drawable, and touchscreen forms are distributed to the teachers who need them.
Lightroom Video Shooting Space	In addition to the live broadcasting from the classroom, it is also possible to prepare course videos through the in-class camera, sound, and video recording systems. LightBoard Studio was set up as a separate recording room with special lighting, LightBoard, and a duplex camera system to prepare professional videos.
Green Screen Video Shooting Space	There is a green screen system in the Multimedia Room to prepare videos.

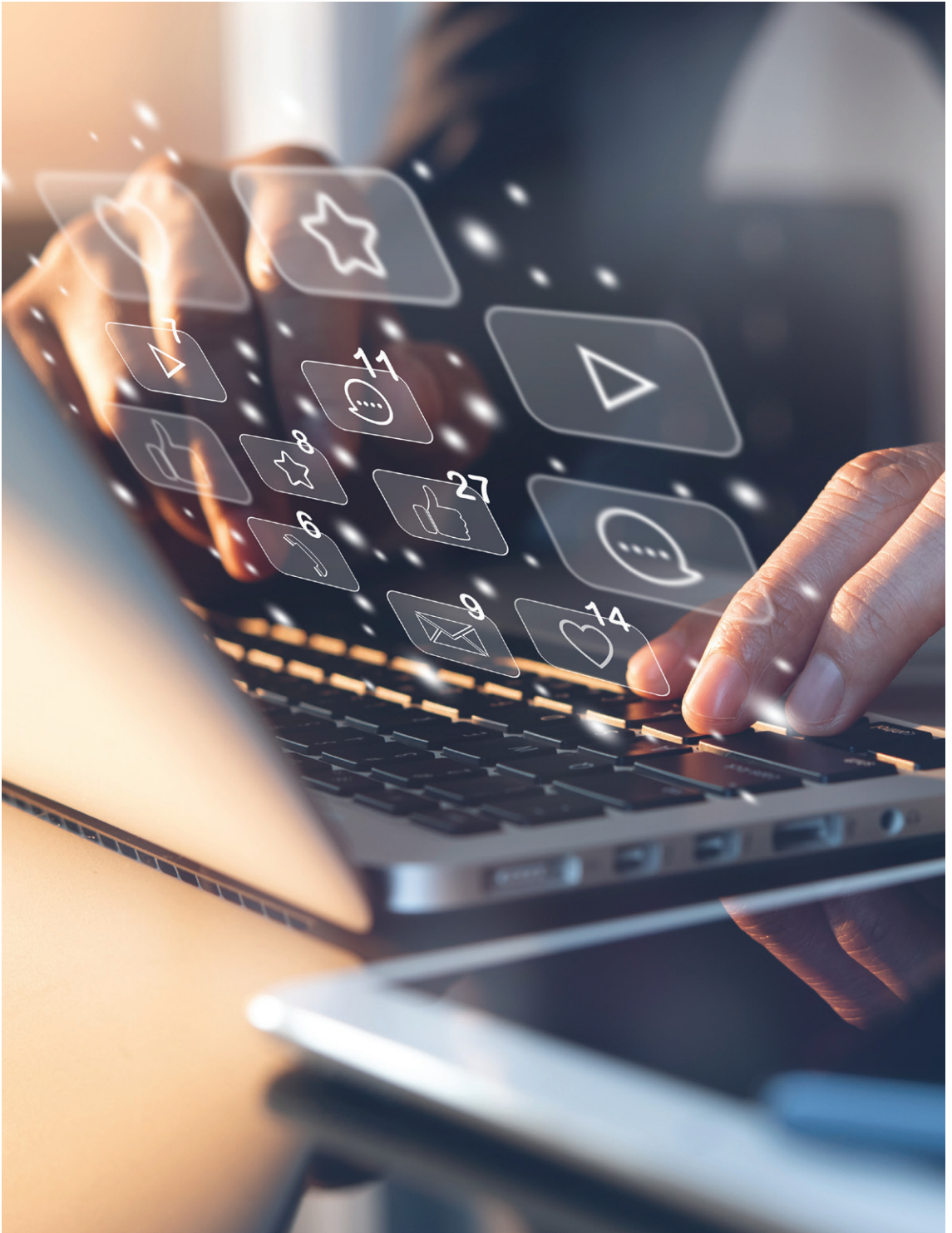
Table 4: Informatics Infrastructure

Communication Channels

Our digital communication channels are given in detail in the table below.

Communication Channel	Target Audience	Description
E-mail (name.surname@hisarschool.k12.tr)	Academic Staff Student Parent	It is used as the main communication tool; the e-mail account given by the school should be checked regularly.
Google Workspace	Academic Staff, Student	Applications such as Gmail, Google Classroom, Google Calendar, Google Meet, Docs, Slides, Sheets, Form, and Jamboard are frequently used by teachers and students.
Content Management System	Academic Staff, Student	Course materials and contents are shared via Google Classroom regularly.
Video Conference System	Academic Staff, Student	Online courses, interviews, and meetings are held using Google Meet.
HisarNet Teacher Portal	Academic Staff	Hisar School Teacher Information System https://hisarnet.hisarschool.k12.tr/LogIn.aspx
HisarNet Student Portal	Student	Hisar School Student Information System https://smart.hisarschool.k12.tr/LogIn.aspx
HisarNet Parent Portal	Parent	Hisar School Parent Information System http://parents.hisarschool.k12.tr/
Support Website	General Access	Up-to-date information, training videos, and documents on the integration of technology into educational environments are shared. https://destek.hisarschool.k12.tr/
Hisar School Website	General Access	www.hisarschool.k12.tr

Table 5: Digital Communication Channels



Software Policy

Ensuring effective exercising of academic processes requires a reliable and sustainable digital ecosystem based on international standards. As part of this, the software to be included in the technical infrastructure needs to meet the following criteria.

1. Compliance of software to **ISTE / Common Sense Standards**
2. Compliance of software to **PDPL** process
3. Compliance of software to the technical infrastructure and systems of the school
4. Digital Sustainability
 - a. Setting the usage objectives of software,
 - b. License policy implemented by the software for educational institutions
 - c. Ensuring the continuity of software in use at K12 level
 - d. Cooperation of software with a common purpose.

Technology Road Map study which considers the above-mentioned criteria and supports **HyFlex Course Design Strategies** for the next academic year is carried out at the end of each academic year by BSM. Applications featured by the international institutions **ISTE** and **Common Sense** are assessed as a priority and a distribution is made in line with the categories below.

- Operational
- Teaching
- Content
- Productivity
- Assessment

The list recommended by BSM is submitted to the approval of the Executive Board and the approved list is shared with the academic staff.

Software and Application List 2022 - 2023

For the educational infrastructure and web applications in the list;

1. Purchasing, licensing, and installation are performed by IT.
2. The necessary support is provided by the BSM for teachers and students to use these applications.

For department-specific applications and digital contents;

1. Purchasing, licensing (only for applications that can be licensed institutionally) and installation are performed by IT.
2. Limited support can be provided for teachers and students to use these software and applications, and for the possible problems that may occur during the process.

In case an application or digital content which does not exist in the Software and Application List shared by BSM is needed;

At the end of every academic year, the demand is met for the next academic year by the relevant department head. The process is finalized with the approval of the School Principal and BSM. If an unpredictable need to purchase an application arises, the relevant department head makes a request for the current academic year. The process is finalized with the approval of the School Principal and BSM. It should be known that this process will take some time to finalize.

Limited support: It means that such applications cannot be tested by IT during the updating of technical infrastructure and systems (operating system of smart boards and computers) and the training materials on the usage of applications cannot be found on the support website.



Roles and Responsibilities

Roles and Responsibilities of Teachers

International Society for Technology in Education (ISTE) defines different roles of teachers as follows under the headings such as Empowered Professional and Learning Catalyst.⁵

Empowered Professional

1. *Learner*

Educators use technology to enable students to learn and constantly improve themselves in this regard.

2. *Leader*

Educators seek out and use opportunities for leadership to support student empowerment and success and to improve teaching and learning.

3. *Digital Citizen*

Educators encourage students to contribute positively to the digital world and to be ethical and responsible in terms of the digital environment.

Learning Catalyst

4. *Collaborator*

Educators dedicate time to collaborating with both colleagues and students to discover, share resources and ideas, and solve problems together.

5. *Designer*

Educators design authentic, flexible, and learner-driven activities and environments that recognize and accommodate learner variability.

6. *Facilitator*

Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.

7. *Analyst*

Educators consider, understand, and use data to drive their instruction and support students in achieving their learning goals. As part of the defined standards, the roles and responsibilities of our teachers are given in the table below.

⁵<https://www.iste.org/standards/for-educators>



Roles and Responsibilities of Teachers

General Responsibilities

1. Following the communication channels and school accounts regularly,
2. Using the applications, programs, and platforms specified in the [Technology Road Map](#),
3. Acting responsibly regarding the [Google Drive Sharing and Security Settings](#) as required,
4. Complying and ensuring that others comply with the [Digital Citizenship, Ethics, and Awareness](#) rules,
5. Entering the course hours in line with the [instructions](#) through Google Calendar at the beginning of every academic year.
6. Making course plans considering the [HyFlex Course Design Strategies](#),
7. Sharing the processes to be followed before, during, and after the course through Google Classroom clearly and transparently with the students / parents,
 - a. Course content (presentations, videos, documents and other resources)
 - b. Synchronous and asynchronous studies (homework, projects, and other resources)
 - c. Assessment and evaluation studies (rubrics, control charts, and other resources)
8. Providing regular feedback to students on their studies submitted through Google Classroom.

Distance Online Courses

1. Using Google Meet for online courses,
**It is important to use Google Meet -which is defined corporately by the school- in terms of receiving quick support for security, follow-up, analysis, and usage.*
2. Starting the online course sessions using the school account,
3. Informing the students in advance so that they can make all technical preparations and checks,
4. Broadcasting video during the online course can cause problems due to Internet connection (both your connection and the students' connection), therefore, sharing the video link instead,
5. Image and sound quality depends on the performance of the internet connection, improving the connection if the course is held outside the school and the connection is weak.

In-Class Courses During Hybrid Education Process

1. Starting the smart board using school account in courses to be broadcast from the classroom,
2. Starting online courses through Google Meet on Google Classroom of the relevant course by logging into the Google Workspace account,
3. The camera in the classroom is positioned to frame the teacher and smart board, and audio and video are broadcast at the start of the Google Meet session.
**If the internet browser is opened for the first time, the necessary permits should be given for audio and video transmission.*
4. Cameras are positioned to not include students in the frame; not taking pictures and recording the course without the consent of students as part of PDPL,
5. Signing out of the Google Meet session and Google Workspace account at the end of the course and turning off the smart board.



Roles and Responsibilities of Students

International Society for Technology in Education (ISTE) defines the different roles of students as follows.⁶

1. *Empowered Learner*

Students leverage technology to take an active role in choosing, achieving, and demonstrating their goals, informed by the learning sciences.

2. *Digital Citizen*

Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

3. *Knowledge Constructor*

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

4. *Innovative Designer*

Students use a variety of technologies to identify and solve problems by creating new, useful, or imaginative solutions.

5. *Computational Thinker*

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

6. *Creative Communicator*

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

7. *Global Collaborator*

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Within these standards, **students** are expected to **take responsibility for their own learning process and to act in accordance with the specified roles and responsibilities.**

⁶<https://www.iste.org/standards/iste-standards-for-students>



Roles and Responsibilities of Preschool Students

•We would like to remind you that our pre-school students may need support from an adult.

General Responsibilities

1. Acting in line with the [Digital Citizenship, Ethics and Awareness](#) rules,
2. Following the course schedule and hours via Google Calendar,
3. Checking school e-mail accounts regularly,
4. Following the announcements, homework, and studies for each course via Google Classroom,
5. Completing and delivering homework and studies within the specified time period.

Use of iPads in Class

1. Complying with the rules stated by the teacher while using iPads at school.

Online Courses and Interviews

1. Following the Google Meet links on Google Classroom classes for the relevant course using Google Calendar,,
2. Signing in to online course sessions using the e-mail account provided by the school,
3. Ensuring that the devices are updated and charged fully before courses.

It is important to pay attention to the following issues during the online courses given the concentration period, effective studying methods, and permanent learning techniques.

1. Attending the course with all materials ready,
2. Keeping the camera on and microphone off during the course,
3. Using the hand button to speak.

Table 7: Roles and Responsibilities of Preschool Students



Roles and Responsibilities of Primary School Students

*We would like to remind you that our primary school students may need support from an adult.

General Responsibilities

1. Acting in line with the [Digital Citizenship, Ethics and Awareness](#) rules,
2. Following the course schedule and hours via Google Calendar,
3. Checking school e-mail accounts regularly,
4. Following the announcements, homework, and studies for each course via Google Classroom,
5. Completing and delivering homework and studies within the specified time period.

Use of Technology Roles and Responsibilities of Students

We would like to remind that our Primary School students may need support from an adult.

PRIMARY SCHOOL

1 We follow the course schedule and hours on Google Calendar.

2 We check school e-mail accounts on a regular basis.

3 We follow announcements, homework and studies for each course on Google Classroom.

4 We complete and deliver homework and studies within the specified time period.

destek.hisarschool.k12.tr

Use of iPads in Class

1. For 1st, 2nd and 3rd Grades: Using the school's iPads during courses in line with the teacher's instructions,
2. For 4th Grades: Complying with the following rules while using iPads at school.



iPad Usage Rules

1 I bring my iPad to school on days my teacher specifies.



2 I use my iPad as a teaching tool during school time.



3 I use applications and websites directed by my teacher.



4 I know that I shouldn't take someone else's photo or video at school.



5 I keep my iPad in my bag/locker during out of class times.



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Online Courses and Interviews

1. Following the Google Meet links on Google Classroom classes for the relevant course using Google Calendar,
2. Signing in to online courses using the e-mail account provided by the school,
3. Ensuring that the devices are updated and charged fully before courses.

It is important to pay attention to the following issues during the online (synchronous) courses given the concentration period, effective studying methods, and permanent learning techniques.

During Online Lessons, We... HISAR PRIMARY SCHOOL	1 Sit at our desks and get ready for the lesson.	2 Follow the syllabus.	3 Join the lesson on time.	4 Keep the mic off unless we speak.
	5 Prepare our lesson materials.	6 Keep the camera on throughout the lesson.	7 Are always respectful.	8 Ask our questions by pressing the "HAND" sign.

Table 8: Roles and Responsibilities of Primary School Students

Roles and Responsibilities of Middle School Students

General Responsibilities

1. Acting in line with the [Digital Citizenship, Ethics and Awareness](#) rules,
2. Following the course schedule and hours via Google Calendar,
3. Checking school e-mail accounts regularly,
4. Following the announcements, homework, and studies for each course via Google Classroom,
5. Completing and delivering homework and studies within the specified time period,
6. Following up the technical responsibilities;
 - a. Registering the device to the school network,
 - b. Making the necessary software updating,
 - c. Attending the courses with fully charged devices,
 - d. Using Google Drive space to back-up the files.

Use of Technology Roles and Responsibilities of Students MIDDLE SCHOOL

- 1 Check your school e-mail accounts frequently to stay in touch.**
- 2 Check your Google Calendar application to keep track of your daily program.**
- 3 Keep track of the announcements and materials of each course on Google Classroom for course follow-up.**
- 4 Act in accordance with digital awareness and academic honesty principles.**
- 5 Contact us via destek@hisarschool.k12.tr when necessary.**
- 6 Update software and make sure that your device is fully charged, in order to use your device efficiently.**

destek.hisarschool.k12.tr

Use of iPads in Class

1. Ensuring that the iPads are updated and charged fully before courses,
2. Using iPads during courses only in line with the teacher's instructions
3. Being responsible for the security of iPads, keeping them in lockers when not in use.

Online Courses and Interviews

1. Following the Google Meet links on Google Classroom classes for the relevant course using Google Calendar,
2. Signing in to online course sessions using the e-mail account provided by the school,
3. Ensuring that the devices are updated and charged fully before courses.

It is important to pay attention to the following issues during the online (synchronous) courses given the concentration period, effective studying methods, and permanent learning techniques.

The Distance Learning Period
Students' Roles and Responsibilities in
HISAR MIDDLE SCHOOL




- 1 To receive updates**
Please check your Gmail account on a regular basis.

- 2 To keep track of classes**
Please check announcement and materials for each class on Google Classroom.

- 3 To keep track of your daily lesson plans**
Please use Google Calendar application.

- 4 During lessons**
Please create a favorable environment and turn your camera on.

- 5 In lessons**
Please mute your microphone unless you are speaking.
Please use the chat box for your questions.


- 6 Digital Awareness**
Please act in accordance with the principles of academic honesty.


destek.hisarschool.k12.tr

Table 9: Roles and Responsibilities of Middle School Students



Roles and Responsibilities of High School Students

General Responsibilities

1. Acting in line with the [Digital Citizenship, Ethics and Awareness](#) rules,
2. Following the course schedule and hours via Google Calendar,
3. Checking school e-mail accounts regularly,
4. Following the announcements, homework, and studies for each course via Google Classroom,
5. Completing and delivering homework and studies within the specified time period,
6. Following up the technical responsibilities;
 - a. Registering the device to the school network,
 - b. Making the necessary software updating,
 - c. Attending the courses with fully charged devices,
 - d. Using Google Drive space to back-up the files.

Use of Technology Roles and Responsibilities of Students HIGH SCHOOL

- 1 Check your school e-mail accounts frequently to stay in touch.**
- 2 Check your Google Calendar application to keep track of your daily program.**
- 3 Keep track of the announcements and materials of each course on Google Classroom for course follow-up.**
- 4 Act in accordance with digital awareness and academic honesty principles.**
- 5 Contact us via destek@hisarschool.k12.tr when necessary.**
- 6 Update software and make sure that your device is fully charged, in order to use your device efficiently.**

Logos: HISAR SCHOOL, Bilişim Stratejileri Merkezi Hisar Okulları, common sense, ISTE, Google Classroom.

destek.hisarschool.k12.tr

Use of Computers in Class (BYOD)

1. Using computers during courses only in line with the teacher's instructions
2. Paying attention to the following issues as part of [Digital Citizenship, Ethical Rules, and Awareness](#)
 - a. Digital Privacy and Security
 - b. Self-Expression and Digital Identity
 - c. Being a Part of Internet Culture
 - d. Acting in accordance with [Academic Honesty Principles](#)
3. Following the address <http://destek.hisarschool.k12.tr> for the use of digital applications.

Online Courses and Interviews

1. Following the Google Meet links on Google Classroom classes for the relevant course using Google Calendar,
2. Signing in to online course sessions using the e-mail account provided by the school,
3. Ensuring that the devices are updated and charged fully before courses.

It is important to pay attention to the following issues during the online (synchronous) courses given the concentration period, effective studying methods, and permanent learning techniques.

The Distance Learning Period

Students' Roles and Responsibilities in

HISAR HIGH SCHOOL



1 To receive updates

Please check your Gmail account on a regular basis.



2 To keep track of classes

Please check announcement and materials for each class on Google Classroom.



3 To keep track of your daily lesson plans

Please use Google Calendar application.



4 During lessons

Please create a favorable environment and turn your camera on.



5 In lessons

Please mute your microphone unless you are speaking.

Please use the chat box for your questions.

6 Digital Awareness

Please act in accordance with the principles of academic honesty.



Table 10: Roles and Responsibilities of High School Students





Roles and Responsibilities of Parents

Once more, we would like to remind the significance of cooperation, support, and feedback provided by parents who are important stakeholders in the education-learning process.

Velilerin Rol ve Sorumlulukları

General Responsibilities

1. Checking all communication channels regularly,
2. Following parent information letters regularly,
3. Supporting your child about time management,
4. Providing the support that your child needs in small age groups/in case of necessity although the responsibility of completing works required of our students primarily belongs to our students,
5. Providing the necessary technological support for the continuation of the academic process in a healthy way (devices and applications recommended by the school/internet connection with an appropriate speed),
6. Showing sensitivity to compliance with the PDPL (the Personal Data Protection Law),
7. Avoiding sharing of the presentations, videos, working sheets, documents, exams, and other course-related materials with third parties as part of the Intellectual Property Rights.

Online Courses and Interviews

Paying attention to the concentration period, effective studying methods, and permanent learning techniques during the online (synchronous) courses or asynchronous studies,

1. Ensuring that the working environment is arranged suitable for your child's age,
 - a. Ensuring that your child can focus, and there are no distracting persons or objects in the working environment,
 - b. Paying attention to the ambient light (that it is not dark and dim),
2. Ensuring that the devices are updated and charged fully,
3. Displaying sensitivity for the following issues during online courses,
 - a. Paying attention to student/teacher privacy,
 - b. Not being involved in the course,
 - c. Not comparing your child's development with other children in the class,
4. Not recording any videos/taking any pictures during online courses.

Online Parent Interview Hours and Events

1. Making use of online teacher & parent interview hours,
2. Signing in with a personal e-mail account in terms of the privacy and security of interviews,
3. Paying attention to time management by taking the next interview into consideration,
4. Participating in online meetings and events organized by the school.

Table 11: Roles and Responsibilities of Parents



Technology Road Map

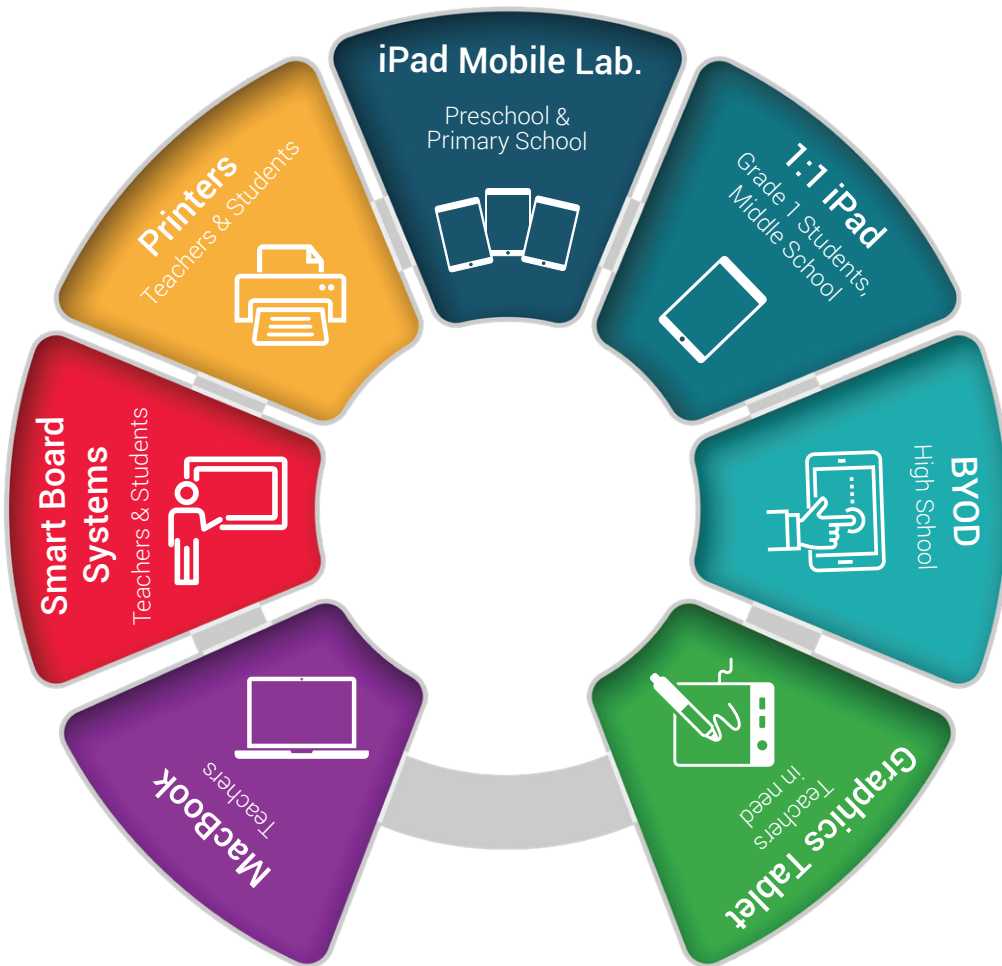
Technology Road Map which contains the headings **Standards, Programs and Applications**, and **Course Videos: Video101** was prepared to execute academic processes effectively. The fact that all teachers and students act in accordance with the defined standards is important and essential for the digital ecosystem to be maintained in a smooth and sustainable way.

During the process, updates can be made considering the changing needs, demands, and suggestions while these updates are shared at the beginning of every year regularly.



Standards

The standards regarding the technical infrastructure and devices used by Hisar Schools students and teachers are explained in this section.



While using technology in the classroom, important reminders about smart board, video demonstrations, updates and support are shared below.

Standards for Information Strategies



1 UPDATES

- Make sure your computer: MacOSX operating system is up to date.
- Make sure your browser: Google Chrome is up to date.

2 SMART BOARD

- Restart the smart board at the beginning of each course.
- Do not launch Google Meet both on your computer and on the smart board at the same time.
- Do not mirror your screen via AirPlay while Google Meet is running on your computer.

3 PLAYING VIDEO

- Do not play a video during an online course; share the video link with your students.

Google Meet

4 SUPPORT

- Test all the technological tools, applications and platforms you will use before the course.
- The Support Teacher Portal contains educational content about the program and its applications, use it when necessary.
- Please contact support@hisarschool.k12.tr for your questions.

destek.hisarschool.k12.tr



MacOS Operating System

The necessary fundamental skills to easily use MacBook computers' operating system (MacOS) are given below.



Mac OS



Wireless Network Usage



Screen Mirroring



Taking Screenshot



Internet Browser Usage



QuickTime Player



File and Folder Operations



System and Dock Settings



Keyboard Shortcuts



Notes Application



Spotlight



Launchpad



Mission Control



Force Quit

Programs and Applications

Google Workspace



At the end of each academic year, BSM conducts a **Technology Roadmap** study for the next academic year. Applications suggested by international institutions are evaluated with priority and a distribution is made in line with the following categories.

In line with the dynamics of each course, the relevant departments and teachers take an active role in the selection of the applications to be used specifically for the course.



Educational Infrastructure Software: K12



Adobe CC

<https://www.adobe.com/creativecloud.html>

Adobe Creative Cloud includes Adobe Photoshop, Illustrator, Premiere, After Effects, and other professional design applications.



Atlas Rubicon

<https://hevokullari.rubiconatlas.org>

It is used as the curriculum management system. Course plans and all details about the curriculum are performed via this platform.



Google Workspace

With the Google Workspace platform, teachers, students, and employees easily communicate with each other, share resources and materials, and work in cooperation.



Hisarnet

<https://hisarnet.hisarschool.k12.tr/LogIn.asp>

All the corporate processes such as attendance taking, grades, student information, Board of Teachers of Class, course plans, request forms, and parent interviews are followed up through HisarNet.



Ouriginal

In accordance with Academic Honesty principles, it is used as a plagiarism program and operates as integrated with Google Classroom.



TeacherX

It is a video-based digital content platform that meets the different needs of teachers regarding educational technologies.



Zoom

<https://zoom.us/>

It is a video conference program utilized for corporate interviews, meetings, and events.



Quicktime Player

<https://support.apple.com/guide/quicktime-player/welcome/mac>

Quicktime Player is used to prepare course videos, screen recordings, or voice records.

Google Workspace



Google Mail

It is used as the main communication tool among students, teachers, staff, and parents. The E-mail account given by the school should be checked regularly.



Google Calendar

Meetings, events, and online courses are followed up on the calendar.

Google Calendar



Google Drive

Google Drive

It is used as a cloud storage platform and offers unlimited storage space for teachers and students.



Google Classroom

Google Classroom

Course materials, contents, assignments, and feedback are shared through Google Classroom.



Google Meet

Google Meet

Online courses, interviews, and meetings are held using Google Meet.



Google Forms

Google Forms

Various assessment and evaluation practices, feedback forms, and surveys are performed using Google Form.



Google Docs

It is used as a word processing application.



Google Slides

Google Slides

It is used as a presentation application.



Google Sheets

Google Sheets

It is used as a spreadsheet application.



Jamboard

Google Jamboard

It is used as a white board / collaborative working application.



Web Applications

Application Name	Type	Primary Purpose of Use
 Book Widgets	Teaching, Assessment	Interactive Learning <i>Interactive contents, instant feedback</i>
 Canva Edu (Edu) ⁴	Productivity	Creativity, Productivity <i>Infographics, posters, presentations, videos, and visual designs</i>
 Edpuzzle	Teaching	Interactive Learning <i>Interactive videos and contents</i>
 Flipgrid (Edu)	Productivity, Assessment	Productivity, Feedback <i>Video-based feedback</i>
 Miro Edu (Edu)	Operational	Collaboration <i>Collaborative working, mind maps, group studies</i>
 Nearpod	Teaching	Interactive Learning <i>Interactive presentations and contents, instant feedback</i>
 Notability	Operational	Productivity, Feedback <i>Note-taking, receiving feedback</i>
 Padlet	Operational, Productivity	Collaboration <i>Working collaboratively on digital board application</i>
 PearDeck	Teaching, Assessment	Interactive Learning <i>Interactive presentations and contents, instant feedback</i>
 Quizlet	Assessment	Feedback, Process Assessment <i>Exams, quizzes, feedback, interactive applications</i>
 Socrative	Assessment	Feedback, Process Assessment <i>Exams, quizzes, feedback, interactive applications</i>
 Wordwall Pro	Teaching, Assessment	Interactive Learning, Feedback <i>Exams, quizzes, feedback, interactive applications</i>

Table 12: Web Applications

⁴EDU, free apps for education

Digital Contents: Academic Departments











Application Name	Course/Branch	Level
 Achieve 3000	English	High School: 9
 Coursera	General	High School: 9-12
 Kuta	Mathematics	High School: 9-12
 Morpa	Turkish, Mathematics, Science	Primary School: 1, 2
 MozaWeb	Social Sciences	Middle School
 Night Zoo Keeper	English	Primary School: 1-4
 Okulistik	Turkish, Mathematics, Science	Primary School: 3, 4
 Okuvarium	Turkish	Primary School: 2
 Raz-Kids	English	Primary School: 1-4
 V Cloud	Turkish, Mathematics, Science	Middle School: 5-8

Table 13: Digital Contents: Academic Departments

Department-Specific Applications








Application Name	Course/Branch	Level
 Babblingua	Modern Languages	Middle School: 5-8
 Linguscope	Modern Languages	Middle School: 5-8
 Lingua Attack	German	High School: 9
 Logic Pro	Music	Music Teachers
 Musescore	Music	Music Teachers
 Rockalingua	Modern Languages	Middle School: 5-8
 School History	Social Sciences	High School
 Sibelius	Music	Music Teachers

Table 14: Department-Specific Applications

Digital Contents: Library

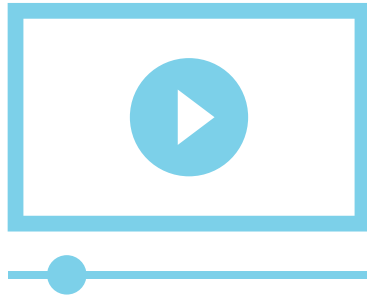
Library-Specific Contents	Application Name
	ASCD EL Magazine
	Britannica School
	Follett Destiny
	HBR Magazine
	Overdrive-Sora
	Press Reader
	Sayısal Kitap
	TUBITAK Journals

Table 15: Library-Specific Contents

Course Videos: Video101

Within the scope of [HyFlex Course Design Strategies](#) and Flipped Learning, suggestions and content you may need to prepare lesson videos are shared. You can also access QuickTime Player and iMovie usage videos via the links provided.





1.

Preparation
Preparatory Stage

2.

Reminders
Points to Consider

3.

QuickTime Player
Using Quick
Time Player

4.

YouTube
Using YouTube

01 Preparation





Prepare a script for your video.

You must outline the video content, you can click on the [link](#) to copy the template and use it.



What will your students **hear?**
What will they see?



What is the **focal point they must absolutely realize?**

HEAR

Write an outline of what you want to say in each part of your video or a script with each word. This will help you remember important details or words you want students to hear.



SEE

Plan what you want your students to see in the video.

This can include images, text, footnotes, reminders you want to create on the screen for your students to see.



FOCUS

Plan what you want the focus to be for each part of your video. This may include what you want students to look at or think. You can use your video to take notes in appropriate situations, complete practice questions, or click on interactive elements embedded in the video, ask questions, etc. You can make it interactive.



02 Important Reminders



Be simple and clear.



Don't lose the focus.



Be careful with the length of the videos.

Ideally, videos should be max. **6 minutes** to keep students' attention.



If the video length is more than 15 min., it should be splitted.

*According to the research, students do not finish watching a video if it is too long.



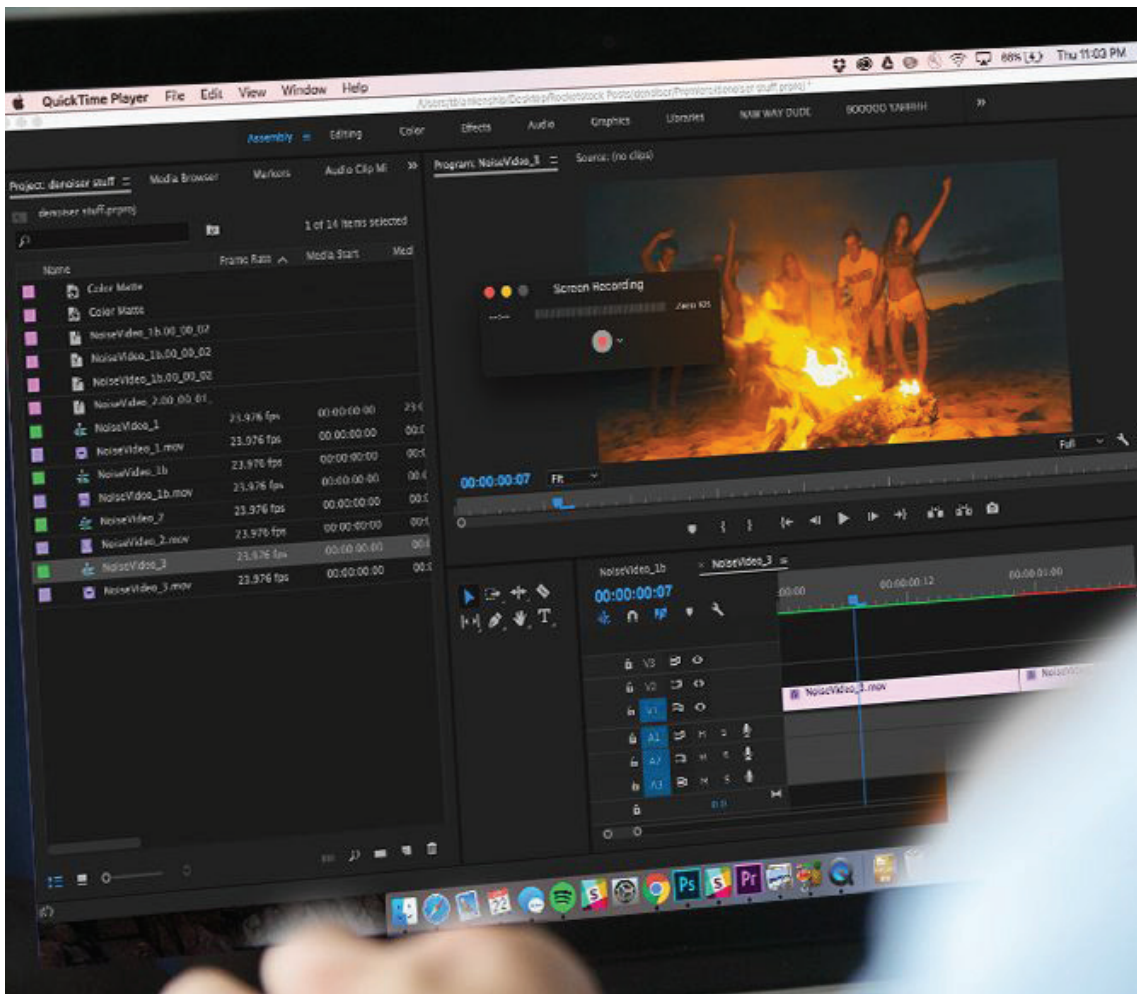
Rehearse.

Once you've prepared your presentation, review your slides and rehearse what you will say during the recording.



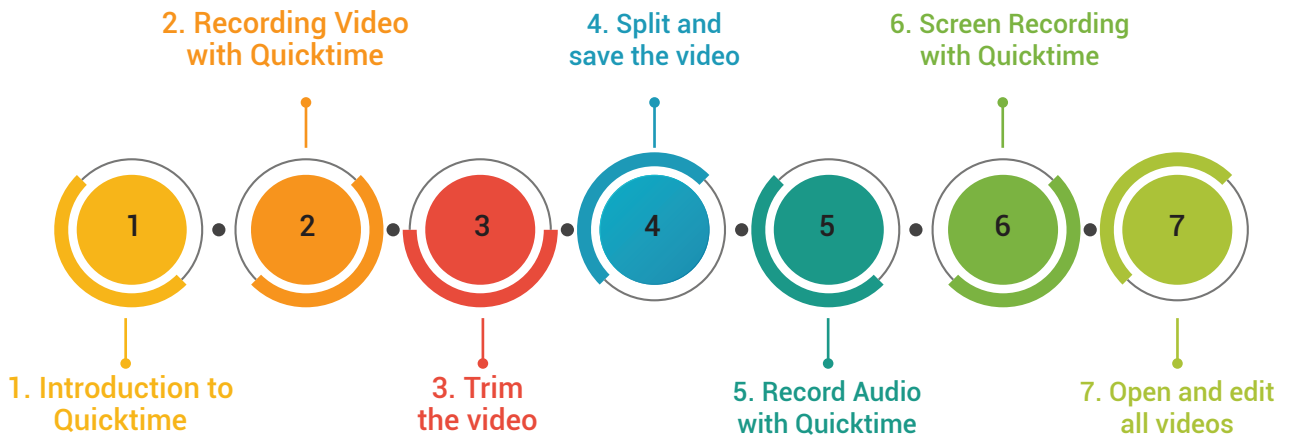


03 QuickTime Player

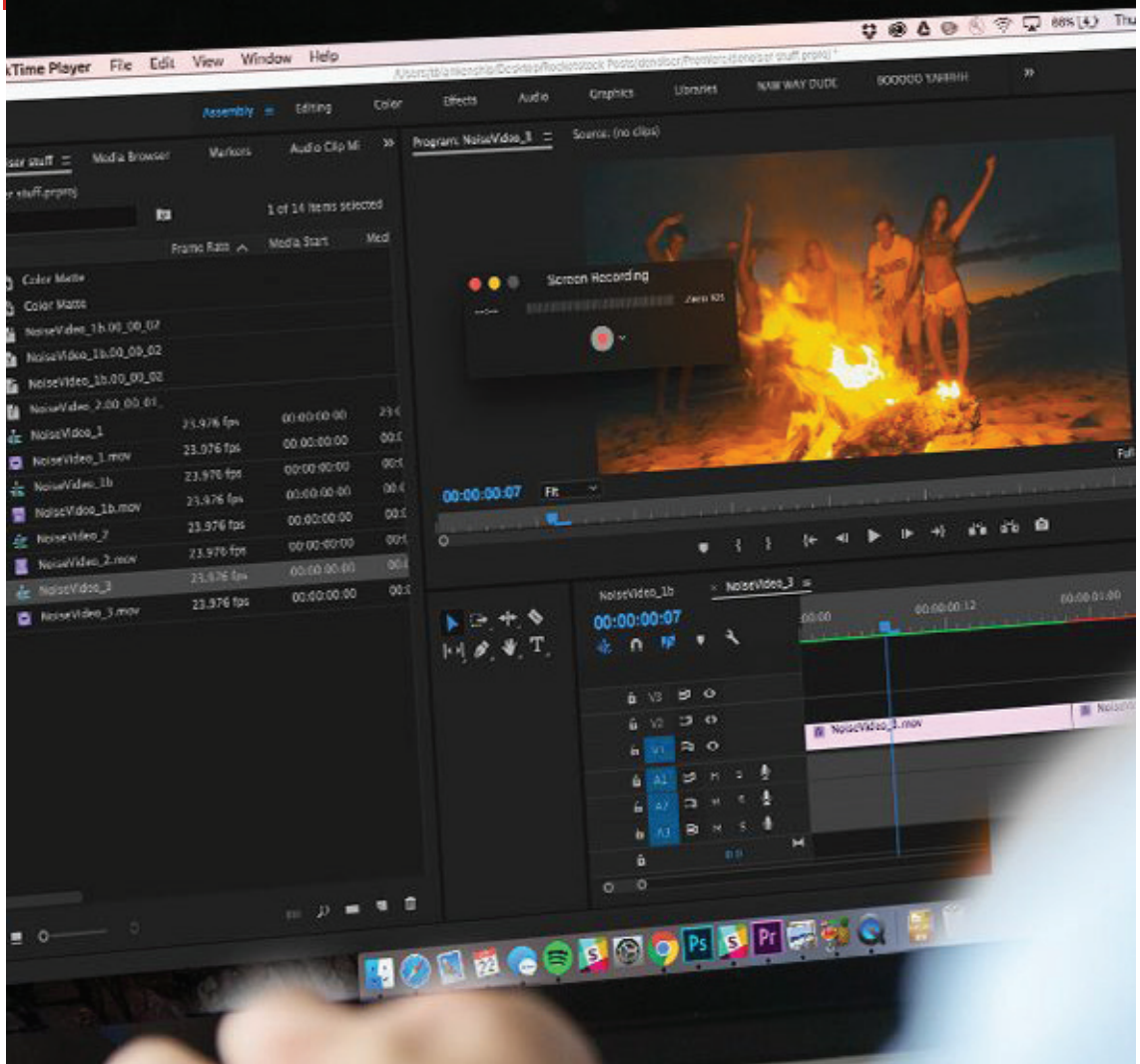




QuickTime Player Training Videos



04 Youtube

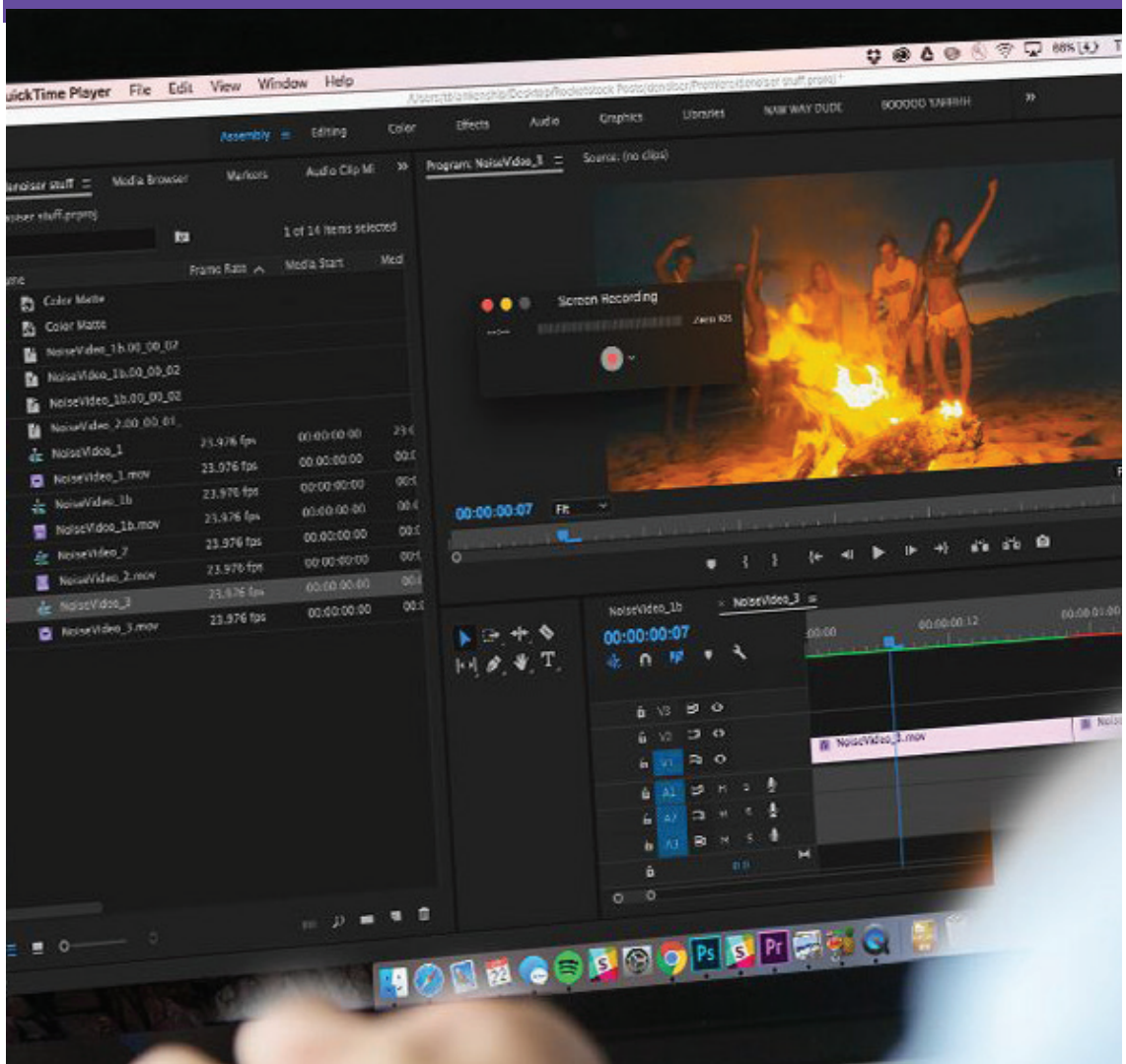


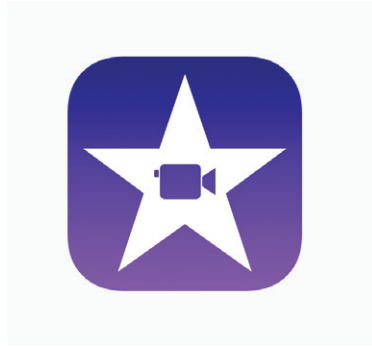


Upload your videos to Youtube.



05 iMovie





Take your videos a step further with iMovie.

1. Introduction to iMovie

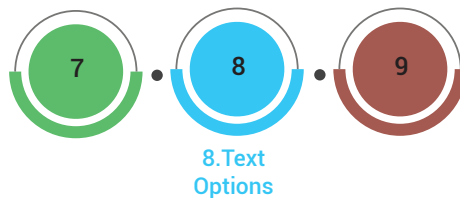
3. Cut the Video in the Middle

5. Video Editing Tools - 2



7. Sound Settings

9. Recording and Sharing Video



06 Lightboard Studio

Simplify

$$\cot \theta \times \frac{1}{\cos(\pi + \theta)}$$

$\tan \theta = \frac{\sin \theta}{\cos \theta}$

$\cot \theta = \frac{\cos \theta}{\sin \theta}$

$$= \left(\cot \theta \right) \times \left(\frac{1}{-\cos \theta} \right)$$
$$= \frac{1}{\tan \theta} \times \frac{-\sin \theta}{-\cos \theta}$$
$$= \frac{1}{\tan \theta} \times \frac{\sin \theta}{\cos \theta}$$

Experience Lightboard Studio Videos.

Lightboard is a special glass blackboard and camera system. Although the glass panel is invisible to students, it provides the teacher with a bright and legible writing surface against a black background.

[Sample Video: Middle School Social Sciences](#)



Get to know Mayer's principles.

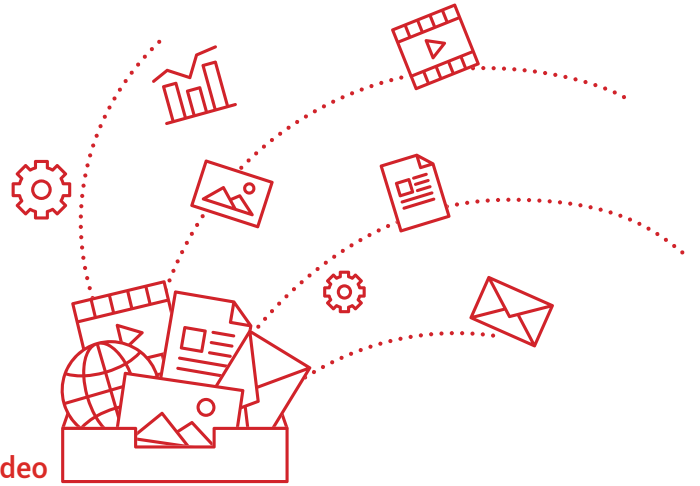
Richard E. Mayer, has gathered the principals of Multimedia under 12 titles, we recommend that you watch videos on the subject.

The Coherence Principle
The Signaling Principle
The Redundancy Principle
The Spatial Contiguity Principle
The Temporal Contiguity Principle
The Segmenting Principle

The Pre-Training Principle
The Modality Principle
The Multimedia Principle
The Personalization Principle
The Voice Principle
The Image Principle



R U L E S



The Principles of Multimedia - Turkish Video



Digital Competencies

Digital competencies and requirements specified within [the Technology Road Map](#) are expected of the whole school community. The school community is expected to take responsibility for their own learning process to use the specified platforms, resources, and applications, and to benefit from the offered resources in line with their needs.

Resources Inside the School

- Policies, reports, and road maps
- Educational documents and educational videos [Supporting Teacher's Portal](#)
- Newsletters prepared and published monthly within the scope of digital transformation [BSM Newsletters](#)
- "We Are Stronger Together" Posts
 - [We Are Stronger Together: Course Plans](#)
 - [We Are Stronger Together: Teacher Presentations](#)
- [BSM Training Request Form](#)
 - Asynchronous Education: Educational Document
 - Asynchronous Education: Educational Video
 - Synchronous Education: Online or Face-to-Face Education
 - Question & Answer Session
 - Technical support through destek@hisarschool.k12.tr

Resources Outside the School

[TeacherX](#) and [Coursera](#) platforms were brought into service for the school community by considering different needs regarding the integration of technology into educational environments. Therefore, it is aimed to create a content pool of educational technologies that all teachers can benefit from, and meet the different needs of teachers about educational technologies.

[TeacherX Training Contents List](#)

Certificates

Teachers are supported to receive [Google Educator Level 1 and Level 2](#) certificates and complete the [Apple Teacher Foundational Skills](#) program by BSM.



- For iPad
- For Mac

- **Fundamentals Training**
- **NEW – What to expect + Sample Test Questions**
- **Step-by-Step Guide to Registering for Level 1 / 2 Exams**
- **Google Certified Educator L1 and L2 Exam FAQs**
- **Fundamentals and Advanced Course Outlines**
- **Google Workspace Skills Checklist**
- **Google Educator Level 1 Basic Tasks**
- **Google Educator Level 2 Basic Tasks**

Open Source Approach



School Web Site

Materials opened to sharing by Hisar School are published on our website for the access of all users as part of the open source approach. All BSM-related open source materials shared (reports, road maps, standards, newsletters) are accessible.

[Hisar School Information Strategies Center](#)

BSM Support Portal

All stakeholders are informed with general explanations, educational documents, educational videos, and frequently asked questions on the website <https://destek.hisarschool.k12.tr>, prepared with an open source approach.

BSM Newsletters

Addressing a wide range of subjects within the scope of digital transformation and covering different opinions and suggestions in the light of national and international reports and research, BSM Newsletters contain the articles of our teachers and colleagues as well as the experiences of valuable educators from different schools and opinions of leading academicians in their fields. **We aim to support and inspire each other within the scope of digital transformation, ensuring communication and cooperation among the members of the school community in this context.** Our newsletters are primarily shared with all our stakeholders - our academic staff, parents, alumni, board of directors, and board of trustees, and then published on the school's website for the benefit of the whole educational community with the open source approach.

[Nov: 2021](#)

[Dec: 2021](#)

[Jan: 2022](#)

[Feb: 2022](#)

[March: 2022](#)

[Apr: 2022](#)

[May: 2022](#)



Technical Support



Technical Support

You can access our school's basic policies and explanations on information strategies, educational technology materials and videos, and relevant frequently asked questions and their answers through the website <https://destek.hisarschool.k12.tr>. You can contact destek@hisarschool.k12.tr for your technical support needs and questions.



Definitions

Blended Learning

A teaching design approach that has been known from the past to the present and implemented by teachers in classrooms in various formats, but its potential has been discovered only with the help of technology. There is no single definition of this teaching design. The blended learning approach integrates face-to-face learning technologies with distance learning technologies in different proportions depending on the requirements of the learning environment to achieve more effective and productive learning results (Dağ, 2011: 76).⁷

Flipped Learning

Blended Learning consists of 7 different sub-models, including Flipped Classroom, a learning model that reverses the traditional relationship between classroom time and homework. In this learning model, students complete the preparation process for classes at home through online courses, videos, and materials, while teachers use classroom time on applications or projects under their guidance. This model allows teachers to devote classroom time to more than traditional classroom activities.

HyFlex Course Design Model

Adapting to changing conditions and allowing a flexible structure, HyFlex (Hybrid + Flexible), which is a combination of the words hybrid (Hybrid) and flexible (Flexible), is a dynamic process to enable transition between models and scenarios (face-to-face, distance, hybrid). In HyFlex, technology is a natural part of the educational process. The approach allows flexible and uninterrupted attendance to/follow-up of the classes regardless of where, how, or when the students attend.

Distance Learning

This is a learning approach that is designed under emergency conditions to physically move education from schools to online and offline environments/homes. This method is applied when schools are closed, students and/or teachers are at home, the educational activities are conducted remotely, and all academic processes (online & offline/synchronous and asynchronous) for all students are carried out outside the school.

Online Learning

Learning facilitated with the use of digital tools entirely.

Synchronous Learning

Academic processes are carried out in a way that students and teachers participate at the same time/ synchronously, face-to-face in the classroom or online.

Asynchronous Learning

Academic processes are carried out in a way that students can access and interact with content under the guidance of teachers at different times/asynchronously, and can proceed at their own speed.

Hybrid Learning

A combined approach of flipped learning, blended learning, distance education, distance learning, and online learning to create student-oriented experiences.

⁷"The Effect of Blended Learning Environments on Student"

https://www.researchgate.net/publication/276345062_The_Effect_of_Blended_Learning_Environments_on_Student_Motivation_and_Student_Engagement_A_Study_on_Social_Studies_Course. Accessed 13 Jul. 2020.



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- Back to school: A framework for remote and hybrid learning amid COVID-19
- A Guide to Hybrid and Blended Learning in Higher Education
- Course Models At-a-Glance
- Getting Started with Designing a Hybrid Learning Course
- Hybrid/HyFlex Teaching & Learning
- The Building Blocks of an Online Lesson
- UNESCO Distance Learning Solutions
- Google Distance Learning Suggestions
- Five Reasons High School Students Should Consider MOOCs
- Massive Open Online Course Completion Rates Revisited: Assessment, Length and Attrition
- Benefits and Costs of MOOC-Based Alternative Credentials 2018
- What Makes a Successful Online Learner?
- MOOC Strategies of European Institutions
- Flipped Learning Hub
- Uzaktan Eğitimde Ders Tasarımı İçin Öneriler (Suggestions for Course Design in Distance Education)
- Etkileşimli Medya ve Öğretim Ortamlarında Tasarım Geliştirme (Design Development in Interactive Media and Instructional Environments)



Göktürk Merkez Mahallesi
İstanbul Caddesi No:3
Eyüpsultan/İstanbul 34077 Türkiye

Phone: +90 212 364 00 00
Fax: +90 212 322 03 07