

MANAGING THE IMPLEMENTATION OF INFORMATION TECHNOLOGY (IT) AND ITS INFLUENCE IN SCHOOLS

In this article it was attempted to research managing the implementation of information technology in schools.

New technologies have changed teaching and learning in a number of ways from graphing calculators to online lesson plans to virtual field trips and simulated dissections, educational technologies can help students access content in new and often exciting ways. In fact, one would be hard pressed to find a single school that doesn't have access to some kind of educational technology.

To conclude, the researcher believes that information technology (IT) is a versatile and valuable tool for teaching and learning and becoming a way of life. The most important thing is that teachers need to be prepared to use these technologies effectively. Schools can use technology effectively and for the welfare of students, teachers and society, it must be done.

Keywords:

Managing, Implementation, Information, Technology, Teachers Schools

According to surveys, as many as 95% of schools are connected to the Internet; even at the level of the individual classroom, connection is nearly as universal close to 75% of classrooms in the United States have Internet access «CEO Forum, 2000».

Despite this nearly ubiquitous access to computer technology, however, there is a significant gap between the presence of technology and its

usage in the classroom. While some type of technology is present in nearly every classroom in the country, it is rarely used to its fullest potential «Royer, 2002».

Some of this discrepancy is due to a lack of comfort with using technology for teaching and learning. Even teachers who are using technology and report a high degree of comfort with technology tend to use it in fairly rigid ways, such as searching for activities to use with students, communicating with other teachers, and word processing «Price, Cates, & Bodzin, 2002».

And while students frequently do use computers in the classroom, use is often limited to information gathering and word processing rather than using multimedia tools or digital content to design and create products «Price et al., 2002». Often, learning with technology is teacher-centered rather than student-centered

While many teachers still feel uncomfortable using technology in their teaching practice, it is also likely that teachers feel new technologies are unproven in the classroom «Royer, 2002». Though there has been a great deal of research on the efficacy of technology tools for teaching and learning, many of these studies may not translate well to the reality of the classroom.

Teaching and learning information technology (IT) is crucial for both teachers and learners. Students, teachers, schools and other stakeholders will use IT effectively as a tool for enhancing the effectiveness of learning and teaching, with a view to preparing our students for the information age, turning schools into dynamic and

interactive learning institutions, and fostering collaboration among schools, parents and the community.

If schools want teachers to use technology to enhance student learning, then it is important to address these issues. Teachers are inundated with new initiatives every year; new ideas come and go and are rarely sustainable «Zorfass, 2001». To avoid "initiative fatigue," schools must focus not only on introducing new technology, but also on implementing and scaling up new technologies.

Based on these assumptions , the researcher looks for improving the enthusiastic influence of information technology (IT) in schools.

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