ONLINE COMMUNICATIONS SCHOOLS OF ISRAEL THROGH "KISHURIM" PROJECT/

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Abstract

"When future desire will be the estate of millions,

Human society will be much more capable

to face the storm of changes." (Topler, 1972)

"Whether technology should be used in schools is no longer the issue in education. Instead, the current emphasis is ensuring that technology is used effectively to create new opportunities for learning that technology is used effectively to create new opportunities for learning and to promote student achievement." (North Central Regional Educational Laboratory & Illinois State Board of Education, 1995).

The purpose of this research is to check the process of admitting "kishurim" project into the education system in Israel from the point of view of project management, changing organization in general and in the education system in particular. A plan to connect the education system to the global information highway is complex, temporary and depends on the goodwill of schools and their managers. Targets or goals of the plan can't be phrased easily, but together with the client-schools. In a society with social diversification, the political system must create an information connection between all organizations. No project is to determined without taking into consideration the needs and the hops of the client. Without cooperation chances of success are near to zero. The information flow must be ring shaped. Information flows increases, output of one group becomes input to others, so one group is unable to set goals for the whole (Topler, 1972). Goals determined without participation will be difficult to be executed. Goals should be clear and set up in democratic ways in cooperation with the project operator. By directing questions to school head masters and teaching teams like: Why do you want Internet connection? What's your commitment to the project? What are your needs? How will you get what you need? We can assist in certain areas. On the other hand schools participating in the project must know what is demanded from them, must be ready to accept change, must make real change, be ready to face technical, organizational and personal hardships.

The research is based on theories from various disciplines, like social sciences, psychology and education. The theories were adopted to the education. The theories were adopted to the education system and conducted in qualitative research method (multiple case – study) on 3 schools, 3 head musters, 3 computer coordinators, and 26 teachers. Data was gathered from "kishurim" administration: documents and free interviews with project leaders and head masters. Teachers were interviewed by build-in questionnaire. Data was put on tables for each research unit in order to analyze each unit "Within Case", and step tow to analyze "Across Cases". Teachers interviews were divided to three main subjects: educational and pedagogic perceptions, working strategies and teaching-learning strategies and the third subject – applying learning-teaching strategies to computer application and information technology in classroom. The main subjects were divided to sub-subjects. Categories were raised from the answers according to the "ground theory" (Pandit, 1996, צבר, 1995).

The induction that was conducted in this research revealed the represented phenomenon and was verified by systematic data gathering and data analyzing connected to the phenomenon (Gheng, 1998).

Research principal findings:
    A. Phrasing clear goals and settings of defined objects to integration online technology into curriculum in order to develop a technology-pedagogy dialog in school.
    B. Managerial styling (innovation, nominating a computer coordinator, motivating project by a leading team) effects on usage development. Connecting innovation with technology lead teachers team toward success in integrating computers in the pedagogy process. On the other hand, schools integrated innovation in learning-teaching process, and do not connect innovation with technology do not lead to a success in technology use.
    C. Managerial inputs in computerization and in assimilating computer use and information technology increases teachers commitments to fulfill project aims: suitable manpower, re-allocation of teaching "hours basket", building timetables of computers accessibility to students, teachers training, teaching through the media, investing in media accessibility of teachers-students.
    D. Research finding concerning teachers: no connection was found between educational and pedagogic perceptions and working strategies and teaching-

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learning strategies which will indicate teachers readiness to use computers and information technology in classroom.

Research guidelines to infuse technology innovation (computers and information technology) in school:

1. Management commitment to lead processes or diffusion of innovation, and to accompany it with actual support from the beginning and to the end.
2. cooperating the assimilators (teachers) in decision making teams and work team will increase their commitment to the process.
3. commitment of project initiators, project operators in the community and management term in school to turn the tools into norm will be expressed in supporting to improve technology tools and maintain it regularly in order to enable school the integration of the tool in learning-teaching process.
4. Educational technology is not, and never will be, transforms on its own. However, It requires the assistance of educators who integrate technology into the curriculum, align it with student learning goals, and use it for engaged learning projects. "Teacher quality is the factor that matters most for student learning".

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