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# Inquiry into Turkey's Educational Technology, Governance, Situational Educational Policy: An Analysis

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## ABSTRACT

Investigating the sociology of educational technology can be approached through a series of deliberations based on the interaction between Free/Libre Open Source Software (FLOSS) and Proprietary Close Source Software (PCSS). This article consults public policy discourses of the Fatih project, which is the current educational technology project in Turkey, particularly focusing on discourses of politicians. This article argues that Turkey has been deploying an Anglo-Governance Model, which is based on an 'experimental' and 'strategic' governance, to be a dominating decision-maker in the technological singularity. However, without defining 'values' of FLOSS, any initiative(s) from Anglo-Governance Model will result in what could be referred to as an 'PCSS-Based Polycentric System' in which the Government has ultimately become an unwelcome decision-maker and PCSS, particularly in such a way that giant corporations exercise dominance over the sociology of educational technology in Turkey.

## KEYWORDS

Anglo-Governance Model, Fatih Project, Free Open Source Software, Polycentric System, Sociology of Educational Technology

## INTRODUCTION

The Gospel of Superman (Philosophy of Nietzsche) was digitized by the Internet Archive with funding from Microsoft, but why? Or the question should be why not? After all, everything is how to be Supermen, or, how to raise Supermen in the decade of Nietzsche in the century of 'Singularity'! As Mossberg states that "I'm an enemy of what I call 'computer theology.' There's a class conflict out there. There's a techno-elite that lives in a different world". The challenge of governing educational technology is critical for the prediction of how well that particular technology is thought about changing a situation such that the effort of 'domination' by means of society is to apply 'the best' of current, as 'the best' thinking in 'the best' models of educational governance. Ellul (1964) clarified this domination under the title of 'technique of technology'. To ascertain whether or not there is a model of governance in Turkey, for the sociology of educational technology which can be approached through a series of deliberations based on the interaction between Free/Libre Open Source Software (FLOSS) and Proprietary Close Source Software (PCSS) (Weber, 2004). Software profoundly sells hardware and the value of techno-social interaction has become the choice between FLOSS for being an owner seeker (adapters) and PCSS for being a renter seeker (adopters).

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This paper presents educational policy analysis in the field of technology and social studies. Then, to inquire whether or not Turkey has named a precise governance model as a dominant decision-maker in educational technology, this paper focuses on public discourse of Fatih project (\$8 Billion), which is the current educational technology project in Turkey. The Fatih project promises 14 million tablets and 570,000 starboards; as a new ‘fully’ integrated educational technology between 2012-2017 and 2017-2023. In the Fatih project, the author actually inquires how/why the Government has deployed an Anglo-Governance Model, which relies on ‘experimental’ and ‘strategic’ governance by extrapolating how the Government has ‘given’ its support to FLOSS with a nominal amount of FLOSS investment and why the Fatih project has ultimately abandoned FLOSS’s potentials due to their dominated techno-social pragmatist perspective. This paper argues that without defining ‘values’ of FLOSS, any initiative that is driven by an Anglo-Governance Model will result in what could be referred to as an ‘PCSS-Based Polycentric System’ in which the Government has ultimately become an unwelcome decision-maker, not only because there are no formal centres of dependency between various decision-makers (powerless) but also, technology is accelerating and thus unstoppable for individual-nations (insignificant). PCSS-Based Polycentric System is actually another form of de-facto technology strategy (not de-jure) in which PCSS suppliers, particularly Giants corporations dominate technological components into education since these ‘Supermen’ Corporations are everywhere and into everything!

## EDUCATIONAL POLICY ANALYSIS

The method employed in this study addresses the stated ‘values’ of the Fatih project, particularly discourses of politicians, as a secondary source between 2010 and 2017. Although the Government declares that the Fatih project will continue until 2023, since 2015, it is publicly known that the project is nearly suspended.

Dye defined ‘public policy’ as “anything a government chooses to do or not to do” (1972, p. 2); or “the overall framework within which government actions are undertaken to achieve public goals, with a good working definition of public policy, for our purposes, being the study of government decisions and actions designed to deal with a matter of public concern” (Cochran & Malone, 2014, p. 3). Educational policy is an interdisciplinary discipline to study “public policy-making process that governments establish the framework within which all citizens (human and corporate) must function; and it is the process via which governments decide both which societal goals to pursue and how to (best) pursue them” (Young, 2013, p. 1). In educational policy analysis, it is aimed to identify that the approach by which policy is prepared has particular influence on how policy is applied and what the matters of policy are; thus signifying the possibility of policy achievement. The matter of particular approach initiated by particular policy may clarify the influence, consequence and its other attempted relations deployed. It is not actually a government body either to scrutinise the best decisions or to assess a set of the best activities, but to evaluate standing policies within innovative matters to maintain the suitability of these policies while remaining to sustain the means. The approach of this study is to priorities key actors and networks, similar to other social approaches that use ‘open black box’ technology and science, to evaluate complicated associations that might be in existence between various agencies, such as public-private partnerships. By prioritizing these associations, it becomes easier to understand how/why a particular technology lives in a particular educational system.

## GOVERNANCE OF TURKEY

Governance is a fuzzy term, which leads ‘to ill-founded misunderstandings and pointless disagreements’ (Jessop, 2003, p.4). Various kinds of governance models have been extensively argued in the literature, e.g. Governance without Government, Post-Bureaucratic State, Meta-Governance, etc. but the author acknowledges that comprehensive examination of these arguments is beyond the scope

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