

Identifying the Dimensions of the Neglected Curriculum in Primary Education of Iran

Hosein Hasanzadeh Vayaiee^۱
Somaieh Navaie^۲

Abstract

The present study was conducted by a qualitative descriptive-analytical method with the aim of "identifying the dimensions of the neglected curriculum in elementary school". The statistical population of the study included all professors and curriculum specialists of public universities in Tehran. ۱۰ professors and curriculum specialists of public universities in Tehran who were selected using purposive sampling. To collect the data, semi-structured interviews were conducted with professors and curriculum specialists up to the stage of theoretical saturation to determine the dimensions, functions and areas missed in the elementary school. The results showed that in the elementary school curriculum, components such as; Environmental Education, Life Skills, Civic Education, Multiculturalism, Literacy, Economics, Democracy, Human Rights, National Identity, Education of dialogue and Dialogue of Civilizations, Culture of Reading and Studying have been intentionally or unintentionally omitted and has been neglected.

Keywords: Neglected Curriculum, primary school, Designing, Curriculum, Semi-structured interviews

^۱ Certified Teacher in Education Office, Tehran – Iran. Instructor at Farhangian University, Tehran - Iran

^۲ Certified Teacher in Education Office, Baharestan ۲. Tehran. Iran

Explaining the Relationship between the Two Concepts of Intelligence and Culture and Its Effects on Cognition and Learning

Sedighe Kazemi¹

Abstract

The present study seeks to investigate the two concepts of intelligence and culture and the interactions between them. In this regard, the two concepts of intelligence and culture, as the two basic structures of this study, were defined through analytical-descriptive method, using related books and articles and searching the SID and Educational Psychology books (from ۲۰۱۰ to ۲۰۲۰) as well as the Google Scholar and Science Direct database (from ۱۹۹۰ to ۲۰۲۰). Hence, an initial list of related books and articles was provided. In the following, Persian and English articles and books were studied and those related to the subject were selected in the secondary list. Among the English-language sources, Sternberg's articles and works were considered as the main sources of analysis of the study in order to enjoy their categorization of intelligence theories into two categories of explicit and implicit, and attention to the various dimensions of the relationship between intelligence and culture. Implicit theories, which include the assumptions of people of different cultures of intelligence, have been analyzed based on research findings. In addition, Whorf's theory of relativity and linguistic algebra has been described as an influential tool of culture on people's intelligence and cognition to explain some aspects of language, and among these topics, the related statements in Persian books on educational psychology and findings reported on Persian and English articles were used.

Keywords: Intelligence, Culture, Cognition, Learning

¹ Assistant Professor, Faculty Member of Education Department, Shahid Hasheminejad Campus, Farhangian University, Mashhad, Iran

Investigating the Relationship between Career Path Planning and Professional (Educational and Research) Competencies of Teachers in Isfahan

Setareh Mousavi¹

Abstract

The aim of this study was to investigate the relationship between career path planning and the dimensions of professional competencies (educational and research) among teachers in Isfahan. The research method was descriptive-survey. The statistical population included 1969 teachers in districts 1, 3 and 4 of Isfahan. 170 people were selected as the sample through Krejcie and Morgan sample size formula and by proportional sampling. To collect research data, two standard career path planning questionnaires based on Shine model and a professional qualifications questionnaire based on Boyer et al. (1994) were used. To measure the reliability, Cronbach's alpha coefficient used in a pilot study on a sample of 40 people, and career path planning questionnaire was $\alpha = 88\%$ and cognitive dimension of empowerment questionnaire was $\alpha = 86\%$. Research data were collected based on research hypotheses and analyzed using MANOVA and multiple regression analysis. The results showed that: 1- There is a positive and significant relationship between all components of career path planning and all dimensions of professional competencies. 2- The components of technical-functional competency, autonomy, security and stability, creativity and entrepreneurship, service and self-sacrifice, pure challenge and lifestyle can positively and meaningfully anticipate the dimensions of professional competencies of research, dissemination of knowledge, teaching, knowledge integration, and knowledge application.

Keywords: Career Planning, Professional Competencies, Teachers, Teaching, Research

¹ Adjunct Professor of Department of Psychology, Shahid Ashrafi Esfahani University, Esfahan, Iran (Corresponding Author)

Education and Research Methodology in Historical Geography from the Perspective of History Knowledge

Ghasem Gharib¹

Abstract

Historical geography is a term with uncommon definitions among geographers and historians. Geographers, according to their own definition of the term “historical geography”, carry out research that its subject, purpose and outcome are different from what the historians expect. Theoretical foundations and research methodology in geographical history are clear for geographers, while historians, in spite of education and research in this field, have an anarchy in terms of definition and methodology. Therefore, many of the research that holds the title of historical geography are in fact local history. This research is to redefine the term “historical geography” based on the perception of historians and its interdisciplinary comparison with the perception of geographers from this knowledge field, so that a coherent method of research and education of historical geography from the perspective of historical knowledge can be provided. This article has tried to explain and propose a specific theoretical framework for the research area of historical geography in the field of history through analytical methods. The results show that considering the researches that have been conducted in the field of historical knowledge under the title of historical geography; they can be divided into "descriptive" and "analytical" categories and the research and teaching methods in each of these types can be formulated. At the first level, the subject of research is the study of developments in political boundaries over time as well as reestablishment of human geography in the past. While old-fashioned geographic research focused only on natural geography in past times and human settlements. At the analytical level, historical geography includes examining how geographic conditions affect the human development of the past.

Keywords: Historical geography, Methodology, Descriptive Historical Geography, Analytical Historical Geography

¹ Adjunct professor/ History Department of Faculty of Literature and Humanities/ Ferdowsi University of Mashhad

The Role of Teachers in Realization of Resistive Economy; with an Emphasis on the Iranian-Islamic Lifestyle

Nasibeh Abdipour¹
Parviz Jamshidimehr²

Abstract

The purpose of this study was to investigate the role of teachers as an essential element of the educational system in realization of the Iranian-Islamic lifestyle appropriate to the resistive economy. Undoubtedly, one of the most important aspects of the life of the people of a country is the economy. Iran's economy, like many developing countries, is highly dependent on rentier incomes, and because of this dependence and lack of attention to other productive sectors of society, whenever these incomes decrease in any way, it puts a lot of pressure on the people and the economy. Families and life style are among the most important areas in the economy. Bandura's social learning theory, which believes that people in social situations learn faster by observing the behavior of others, is used in this study. Bandura believes that we are learning from different types of patterns, not only from living patterns, but also through symbolic patterns such as television, books, and so on. Today, with the spread of globalization in the political, economic, cultural, social and technological dimensions, significant changes can be seen in different societies. One of the most important consequences of this change is the promotion of consumerism with the backing of widespread propaganda. Findings of this study show that taking role model from different people and symbols by students is effective in shaping their lifestyle. Also, the position and role of the teacher in informing and playing as a role model for students is really significant in order to emulate the Iranian-Islamic lifestyle in the society.

Keywords: Lifestyle, Teacher, Propaganda, Consumerism, Resistive Economy

¹ Certified Teacher at Literacy Movement Organization of Iran

² Instructor at Theology Department of Farhangian university

Study of the Effect of Inquiry-Based Science Education Approach on Knowledge Construction and Development of Learners' Thinking Skills

Fereshteh Golian¹

Abstract

One of the most important needs of any societies is to have thoughtful and efficient citizens in various social, political, cultural and economic fields. Achieving this goal depends on the enabling people in the community to construct knowledge and the development of skills such as critical thinking, self-leadership, creativity and innovation, inquiry and questioning, which also depends on creating an education system with a research-oriented approach. Therefore, the purpose of this study is to review the effect of Inquiry-Based Science education methods on knowledge construction and development of the mentioned skills in learners. The research method of this study was review. Among the articles published abroad, forty articles were collected from the databases of Science Direct, Google Scholar and Scopus, and in the section of domestic articles, the database of Scientific Information Database, Iran Research Institute for Information Science and Technology and the Institute for Humanities and Cultural Studies were used. A review of the collected resources showed that since through the Inquiry-Based Science Education method, learners are active during the education process, creation of problem-solving ability in them, leads to the discovery and construction of deep knowledge by learners and also has a positive effect on strengthen the learner's skills such as critical thinking, self-direction, creativity, inquiry and questioning. As a result, by using the Inquiry-Based Science Education, learners become effective citizens in order to advance the society. To achieve this important goal, educational systems must move from an education-oriented approach to a research-oriented approach.

Keywords: Inquiry-Based Approach, Critical Thinking, Science Education, Research-Oriented, Questioning

¹ Assistant Professor, Department of Physics Education, Shahid Beheshti Faculty, Shahid Chamran Campus, Farhangian University,