

The place of Art Education in Farhangian University Curriculum (Case study: The use of artistic literacy in drawing topographic maps)

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Abstract

Farhangian University, based on the upstream documents and especially the six aspects of the fundamental Evolution document and its constitution, since 2014 changed the title of the academic fields from "Dabiri" to "Education" in order to put an emphasis on the acquisition of Pedagogical Content knowledge (PCK) along other general capabilities and thematic. Therefore, the acquisition of "artistic literacy" to create an aesthetic sense, cultivate artistic creations and philosophical thinking and the correct attitude in the minds and behavior of learners, was emphasized in university curriculum as one of the six fields of education with the addition of a new lesson entitled "The application of art in "Education". One of these curriculums is " Geography Teaching ". Based on the goals of this program, student get to know geographical knowledge, thinking and skills so that their attitude towards their geographical and environmental location should be improved. However, perhaps one of the most challenging issues facing geography education is the emphasis on knowledge and reservations, which provides the one-dimensional growth of learners. The findings of the research, obtained by descriptive-analytical method, show the strengthening of "literacy" by using various elements and components such as texture, background, color, image making replicas, models, and drawing geographical maps in drawing and teaching topographical maps, while acquiring geographical literacy, can lead to strengthening of cognitive, attitudinal and skill bases of learners and make Farhangian University more successful in achieving the goals listed in the educational programs.

Keywords: Farhangian University, curriculum, art education, geography education, geographical literacy

Challenges of teaching geography: from the perspective of teachers (case study: high school humanities students)

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Abstract

Since geography education helps students to acquire various skills such as calculation, cross-cultural understanding, inquiry-based learning, teamwork, cognitive skills, and overall different competencies, it is crucial. However, It has been observed in the past decade denotes a decline in students' interest in geography compared to other humanities subjects. Therefore, the main objective of this research is to identify the challenges of teaching geography from the perspective of humanities geography teachers. For this purpose, a qualitative research method (interpretive analysis) was utilized, in conjunction with semi-structured interviews with 20 humanities geography teachers from the second level of high schools in North Khorasan province. The findings showed at least five main issues, titled: 1- Technological challenges with five sub-issues Inclusive of; lack of schools' equipment with geographical tools, interactive maps, GIS, satellite images, and online education; 2- The gap between theory and practice with two sub-issues; lack of connection between conceptual examples and the real world, and the gap between theory and practice; 3- Teaching method challenges with four sub-issues; teachers' lack of awareness of effective teaching methods in geography, time constraints, lack of school support in organizing field trips, and unawareness of the geography curriculum; 4- Resource limitations and shortages with three sub-issues; educational, financial, and experienced human resources; and finally, 5- Content challenges with two sub-issues; complexity of concepts and unawareness of content changes are among the fundamental challenges in geography education as perceived by the participants. The conclusions also include explanations of the issues along with possible solutions.

Keyword: challenge, geography education, teachers, secondary school

Analyzing Sociology Questions in Iranian University Entrance Exams Based on Bloom's Taxonomy (2013 - 2022)

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Abstract

The current study aims at evaluating the content of questions in Iranian University Entrance Exams based on the attention given to the levels of Bloom's taxonomy. The study applied content analysis and Sociology questions in Iranian University Entrance Exams from 2013 to 2022 were the study population. Given the Bloom's taxonomy pattern, a researcher-made content analysis form was used as a study tool. The findings demonstrated that the question share in the knowledge, comprehension, application, analysis, composition, and evaluation level were 72.5, 22.5, 1, 3, 1 and 0 percent, respectively. Overall, the study results proved the unbalanced distribution of the level of questions in terms of Bloom's taxonomy and in favor of low cognitive levels. It is recommended that when designing test questions for University Entrance Exams, all cognitive levels be given enough attention; that is to say that the attention to cognition should not be restricted to knowledge level. The results of this study can be taken into account in designing National University Entrance Exams.

Keywords: Content Analysis, Bloom's Taxonomy, Entrance Exams, Sociology

The effects of the synergogy approach in the geography education system

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ABSTRACT

With its profound effects on learning and teaching approaches, constructivism theory has fundamentally changed the perspective and way of looking at the nature of learning and, accordingly, teaching, students, content, teachers, and the learning environment. Synergogy is a concept derived from constructivism theory that provides conditions It makes the responsibility of learning transfer from the teacher to the learner. In this approach, the role of facilitating and guiding the teacher has a constructive effect on the synergy design strategy. Group synergy is one of the most important skills in synergistic designs. The role of the instructor in this method is to facilitate things and show the guiding lines of the concepts. The focal point and link between the groups is the instructor, who is responsible for facilitating and guiding. Contrary to the idea that the teacher loses his main educational role in this method, he has an effective role in the education process and will evaluate the educational feedback according to the facilitation and guidance methods. The implementation of this model in academic units not only leads to a change in the path of education from traditional executive (management) models to collaborative models. Rather, mental memorization of the content makes it attractive for the learner and increases its stability. The present study was written with the aim of describing the practical outcome, which was explained by reviewing the theoretical literature of the appropriate practical model. Due to its spatial nature, geography course units require individual and group-oriented learning. The constructivist approach based on the synergy model is the most favorable method for teaching and learning lessons of a spatial-spatial nature and causes mental memorization with spatial imagery. The current research investigates the effects of the constructionist educational approach in geography lessons, and with theoretical studies, it has been concluded that the synergistic model as a model derived from the constructionist approach increases the desirability of learning in subjects with a spatial nature (such as geography).

Keywords: .constructivism. Synergogy . Education . Geography

Training to prepare elevation profile, rate curve, slope and direction map through DEM data

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ABSTRACT

The general goal of teaching geography in the Farhanian University is to train students who are committed and expert teachers who are also interested in the knowledge of geography. Learning how to prepare all kinds of functional maps through DEM data is one of the most important ways to get information from the natural and human environment. The digital height model or the digital model of the earth can be considered a raster digital map, which contains the height information of all the points of a range. The digital elevation model for each surface is presented in pixel form, the spatial resolution and accuracy of which depends on the size of each pixel. In general, the data required for the production of elevation models can be prepared and produced using ground survey, radar interferometry, lidar, and photogrammetry methods, which produce the same product (elevation data) with different accuracies. do The purpose of this research is to teach how to prepare elevation profile, rate curve, slope and direction map through DEM data. The main data of this research is the DEM map that was downloaded from the United States Geological Survey website. The tool used in this research to produce maps is Arc Map 10.6 software. The training method is to prepare elevation profile, equi-height lines, different raster cutting methods, slope map, land surface analysis map, slope direction, shadow and light map and drawing the field of view through different menus in Arc Map 10.6 software.

Keywords: Training, preparation of elevation map, elevation curve, slope map, DEM data

A review of applied software in geography education

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Abstract

The deep impact of the application of modern information technology software in educational environments in various fields, including geography, has led to the expansion of information and easy access. Accordingly, the purpose of the current research is to review the application software in geography education. The research method is a traditional review study. Based on the development goal and research topic, it is a review of applied software in geography education. The results have shown that the most common software in teaching geography is Power Point, among other software used are Google map to get latitude and longitude, Google Earth to get geographic coordinates, Seterra to get information about different countries, world map atlas World atlas geography, NASA World Wind is a 3D virtual world, its production philosophy is also education, Orbit about the solar system, planets and stars. Pc globe for the continents and countries of the world, Surfer in the field of topography and mapping, ER Mapped for the analysis of satellite photos-applied in remote sensing and processing of geographic images, World Atlas 3D for a better understanding of geography in geography data. Finally, technology in the system While the new educational system has changed the philosophy of education from teaching to learning, it has changed the learning circuit from teacher-centered to learner-centered. Taking advantage of information and communication technology due to its educational advantages of long-term memorization in geography education can have a significant impact on lifelong, broad and deep teaching-learning.

Keywords: technology, information and communication, geography education, application software