

Assessing the literacy rate of teachers 'curriculum and its relationship with students' academic success

Fateme samadi^{*}, Mansour Arjemandi[†]

Abstract

The aim of this study was to assess the literacy rate of teachers 'curriculum and its relationship with students' academic success. The present study was applied in terms of purpose and descriptive-correlational in terms of data collection method. The statistical population in this study includes all primary school teachers in Yazd, who were teaching in the academic year of 1998-99, whose number was 2000 people. The statistical sample size through Morgan table was 322 people which was determined by stratified random sampling. In order to collect data, the curriculum literacy questionnaire of Ababaf et al. (2013) and academic achievement (students' GPA) were used. In order to analyze the data, correlation coefficient test and regression analysis were used. The results of Pearson correlation test showed that there is a positive and significant relationship between the curriculum as a document, as a guide for action and as a process with students' academic success. There is ($P < 0.01$); The results of regression test also showed that the literacy components of the curriculum are able to predict students' academic success.

Keywords: curriculum literacy, academic achievement.

^{*}-Corresponding Author: Master of Educational Sciences, Elementary Education, Imam Javad University, Yazd, Iran. Email: Fa.samadi2009@gmail.com

[†]-Non-faculty member of non-profit Imam Javad University (AS) and Deputy Coordinator of Farhangian University of Yazd, Yazd, Iran.

A study of active teaching methods in teaching social studies of high school first course

Fatemeh adelkhah[†], Faezeh shamsaddin[†], Shahnaz Zarrin Khat[‡]

Abstract

Nowadays, active teaching methods based on cognitive and constructivist theories are emphasized. The main assumption is that the more students participate in education, the more learning takes place. And students actively learn with an exploratory approach, in this regard, the teacher has a very important and fundamental role, because in addition to the role of guidance, support; He is also responsible for organizing students' learning activities and coordinating the development of their existential dimensions.

The present study was conducted to investigate the practicality of active teaching methods in social studies education. In order to achieve the objectives of the research, first the active teaching methods are reviewed and then the practical example of each teaching method is given. The research method is library and with an applied analytical approach.

The results show that the methods of teaching role-playing, participatory card and small groups in teaching history are applied. Also, teaching methods of team members, position search and scientific tour are among the practical teaching methods in teaching geography. Inductive and constructivist teaching methods are also among the practical teaching methods in sociology education.

Keywords: Active teaching method - teaching social studies - history – geography

[†] BS student in Social Science Education, Farhangian University, Fatemeh Al-Zahra Campus, Yazd, Iran

[‡] BS student in Social Science Education, Farhangian University, Fatemeh Al-Zahra Campus, Yazd, Iran

[‡] Lecturer at Farhangian University, Fatemeh Al-Zahra Campus, Yazd, Iran

Content Analysis of Social Studies Books in the Second Elementary Course of Iran from the Perspective of Attention to the Characteristics of a Global Citizen

Zahra Zarei[†], Marziye Nikdel[†]

Abstract

The purpose of this study was to review the social studies books of the second elementary Course in terms of attention to the components of global citizenship. The research method is descriptive and content analysis is quantitative. The unit of analysis in this research is the sentences and pictures of textbooks. The statistical population is the social studies books of the second elementary Course of the 1399-1400 academic year and the statistical sample is the same society. The data collection tool was the components of Oxfam Global Citizen, which are classified into three areas: cognitive, skill and attitude, which is acceptable with the approval of the relevant professor. To calculate the reliability, the counts were performed by the researchers independently and using the Holsti coefficient, the obtained reliability coefficient is 0.82. The results of data analysis show that among the second grade elementary school, the fifth grade with 59.44% and the fourth grade with 16.93%, respectively, have the highest and lowest amount of attention to the components of global citizenship. Among the books reviewed, the most attention has been paid to the cognitive component with 52.53% and to the attitudinal component with 9.21%.

Keywords: Global Citizen, Social Studies, The second elementary course

[†]- PhD student in Educational Management, Faculty of Educational Sciences and Psychology, Shiraz University, Shiraz, Iran

[†]- Bachelor of Educational Sciences, Farhangian University of Birjand, Birjand, Iran

Investigating the level of attention of social studies books to the education of desirable citizens in Iran

Dr:Javadhajializadeh¹, Faramarz karimzadeh,²

Abstract

Improving the level of citizenship culture includes improving cultural and social laws and regulations, providing the necessary education to people to be aware of their social rights, and others setting the standard for the correct behavior of individuals. To guide the citizens by observing the desirability and having the qualities of a good, knowledgeable, responsible, participatory and committed atmosphere. Sustainable urban environment has been done. Courses such as social studies increase the level of understanding of the issues and issues of the local community, the environment and how they interact and the environment have a significant impact on how to deal responsibly with the social environment.

In this research, Shannon entropy method has been used with the method of content analysis of social studies textbooks based on cutting operations and for data processing. Also, library and documentary methods have been used to collect information. In this article, the role of the curriculum has been examined. The amount and volume of concepts and hours allocated in textbooks in the fields of promoting citizenship desirability and in the second stage how citizenship education has been studied. Studies show that less than 10% of the total units provided, ie 8.05% of the units to social studies textbooks related to special skills They are citizens, it is assigned and it can be concluded that in the curricula, the category of the desirability of citizenship and related trainings have not been given enough attention and less attention has been paid. In addition, books related to citizenship culture pay attention to the basic components in terms of importance. Active

¹ Faculty member of Humanities and Social Sciences Department,farhangian University,Iran

² Faculty member of Humanities and Social Sciences Department,farhangian University,Iran

participation (196, environmental protection 160 (sustainable development 169) is also very low. However, hidden curricula should not be ignored in promoting desirable citizenship behaviors or, conversely, in undermining the proposed behaviors.

Keywords: social studies, desirable citizen, citizenship education, curriculum

Review of the book Social Studies, the first year of high school

Mohsen Niazi,[†] Azad Omidvar,[‡] Neda khodakaramian gilan[¶]

Abstract

Textbook evaluation is one of the most essential components in improving the curriculum that takes place during the development of the student curriculum. Can help programmers and developers of a program in a practical and logical way. In this article, the book of social studies of the first year of high school (1399) is reviewed. The authors of the book are Ahmad Rajabzadeh, Hassan Maleki and Mohammad Mehdi Naseri. The five chapters of the book include: the formation of social life, the social system, the family system, the economic system and the political system. In all chapters, goals, questions, chapter overviews and activities are seen. Students have difficulty reading it. As a result, in terms of book form, book cover design, typography and page layout, print quality, binding and cut, and sources were examined. The content of the book, the uniformity of the text, the logical coherence of the content, the critical approach and the shortcomings were also reviewed.

Keywords: Social Studies, Group, Role, Family Injuries, Economic System, Political System.

[†] Professor, Kashan OF University, Faculty of Humanities, Sociology. Email: niazim@kashanu.ac.ir

[‡] - Teacher of education in Tehran (Author) Email: Omidvar.azad768@gmail.com

[¶]- PhD student, Kashan of University, Faculty of Humanities Iran. Email: n.khodakaramian.g@gmail.com

Content analysis of fourth grade social studies by William Rumi

Masoumeh Rezaei^۱

Abstract

Due to the necessity and expansion of teaching resources, educational techniques in societies need to be changed. Managers and coaches play an important role in these changes. The aim of this study was to investigate and analyze the content of the fourth grade elementary social studies textbook for William Rumi's technique. The research is of analytical type and for presenting data and information, appropriate values of summer statistics such as: frequency, coefficient, charting, calculation of students' learning with the whole text, images and activities have been used. Research findings show that the text learning coefficient is 0.17, which is a passive text and has less research value and thinking. The learning coefficient of the pictures is 0.20 and indicates that the pictures of this book have a passive approach and do not force students to work and research and the learning coefficient of the questions is 0.47, and this indicates that the last questions of the text of the study book The fourth social elementary school has an active approach, or in other words, the fourth grade social studies textbook is activity-oriented.

Keywords: Content Analysis, William Rumi Technique, Fourth Grade Social Studies

^۱- Master student of educational sciences, Zeinab Kobra University of Boroujerd

