

The role of games in the academic performance of Farhangian University students in the course of map reading

Javad Hajjalizadeh

Abstract

The present research was conducted with the aim of investigating the effectiveness of the use of game-based methods on academic performance in the teaching of map reading in which four classes from Farhangian University campuses of East Azerbaijan province (male and female) were selected as available samples and were investigated in two experimental and control groups. A 12-hour game-based training package was designed and implemented for the experimental group. And at this time, the control group was trained in the traditional way. Both the experimental group and the control group were evaluated before and after the intervention using a test made by the researcher of the relevant course. The obtained data were analyzed using one-way and multi-way analysis of covariance. The obtained results show that there is a significant difference between the experimental group and the control group in academic performance. The results of this research confirmed the effectiveness of using the game method in the academic performance of Farhangian University students in East Azarbaijan province.

Keywords: Game, academic performance, student teacher, map reading, geography

Geography education in schools in Australia

Valiyollah. Nazari, Ali. Pourghayyoumi

Abstract

This research focuses on the status of geography education in Australia. Geography education worldwide is evolving with newer methods, and this is happening in schools in advanced countries. The effectiveness of geography education in Australia begins from the primary levels and continues until the end of high school. Introducing and teaching geography offers new opportunities for learning and instruction. To gather information and research related to geography education in Australian schools, a review of scientific articles, government reports, and educational policy and program-related statistical sources in Australia was conducted using a descriptive-analytical method. Data interpretation was employed to delve into patterns, trends, and relationships among various components of geography education in Australian schools. The research findings revealed that the development of analytical skills, critical thinking, and a deep understanding of geographic concepts contributes to a better understanding of the world. These are skills emphasized in Australia's educational system.

Keywords: Education, Geography, Schools, Australia, Developed Countries

Knowledge of historical geography is a practical factor in teaching local history

Kourosh Fathi

Abstract

Although local history is not a new subject, it has existed in different forms from the distant past until today. But in terms of education and teaching in recent decades, it has received attention in many countries. In our country, although the teaching of local history in schools does not yet exist in formal education, it has received attention in the subject of history courses and history education in undergraduate and graduate courses. Masalak and Malik books are one of the most important sources of historical geography, which are widely used in teaching local history. In these sources, whose geographical aspect is more prominent than its historical aspect, the spatial understanding of the course of historical events is well deepened. In addition, social history and historical sociology are other knowledges related to local history that should be relied upon in the research and teaching of local history. The plan of local history in the form of a lesson can be an educational opportunity to introduce the lesson of history and involve students in the learning process, and it can help to understand history. The application of historical geography knowledge in teaching local history is the main question of the article, which is to be answered. The research has been done with the method of trend study and interpretation of geography sources. The findings of the research show that paying attention to historical geography, which strengthens the students' spatial understanding, and the use of special historical geography research methods and tools are effective in this local history education.

Keywords: Local history, historical geography, geographic resources, education, project-oriented method.

Factors and strategies effective in geography lessons education

Zeynab Dolatshahi, Meysam Toulabi nejad

Abstract

In this study, effective teaching strategies have been analyzed. The present study is applied in terms of purpose and is also descriptive-analytical. The statistical population was a number of geography teachers who were selected using targeted sampling method. An unlimited exploration test (Johansson method) was used to analyze and answer the research question. The results showed that field-teaching of geography, student multimedia education, familiarity with new geography teaching strategies, use of educational and technology aids, use of artificial intelligence in geographical environmental education, use of participatory teaching and teaching method, increasing the salaries and capacity of teachers from key and important strategies in geographical education due to the advancement of information and communication technology, the use of new teaching strategies is also essential to the education of student. in geography, the use of teachers from new and up-to-date strategies can help teach geography better.

Keywords: Factors and Strategies, Teaching, Geography Education. Johansson method

A survey of the status of the comparative researches in the field of social studies in Iran

Jamshide Mirzaee

Abstract

One of the most important points in the design and implementation of any research is choosing the appropriate method that fits the topic and goals of the research and the ability to implement that method. Now, is it possible to compare human units and social realities (societies, literary and human products, artistic styles, moral and legal rules, etc.)? The problem of the current research is in what cases and how the comparative method can be used and what is the status of the research conducted with the comparative methodology in the field of social studies in Iran. Methodology: The current research is a descriptive-analytical research, which according to its purpose is part of applied research, and according to the nature of its data, it is in the category of quantitative research, and according to the method of data collection, it is part of documentary methods. The statistical population of this research is all journals with the label "scientific-research" (5161 scientific articles). The findings of the research show that the most researches based on comparative methodology are related to: 1. "Literature and Languages", 2. "Law", 3. "Religious Sciences", 4. "Art", 5. "Social studies. Also, the most scientific-research journals that have published the results of such research are: Quarterly 1. "Woman in culture and art", 2. "Iranian Journal of Sociology", 3. "Quarterly Journal of Social Sciences". 4. "Journal of Woman in Development and Politics". 5. "Journal of Culture-Communication Studies".

Keywords: Comparative research, comparative method, social studies

Effective teaching strategies in teaching geography (Case study: 10th-grade human)

Mehdi Aasadi, Arezoo Ahmadabadi

Abstract

Teaching geography helps students improve their ability to understand spatial, cultural, and social concepts of the surrounding world. Effective strategies that teachers can use in teaching 10th-grade human geography were examined. Based on the investigations, six effective strategies are suggested for 10 lessons of 10th-grade geography. The first strategy to be considered is the use of the project method, which strengthens teamwork and is closely related to real and observable issues in students' lives. The second strategy under consideration is the use of educational technologies. By utilizing technology-based educational tools and resources such as software, videos, interactive maps, and educational sites, teachers can increase interest and interaction in the geography education process. These technologies can be used as complementary tools to reinforce knowledge and understanding of geographical concepts. The third strategy is the exploration and problem-solving strategy; in this way, students can easily connect geographical concepts with environmental realities. This method helps students understand the concepts more deeply and see their connection with the real world. The fourth strategy involves current events, allowing students to learn about different styles of information. The fifth strategy is a field study, where learners directly engage in field activities to achieve learning goals. Lastly, brainstorming provides a framework for thinking tools in the geography classroom. Therefore, this article offers practical recommendations for geography teachers dealing with 10th-grade humanities. By implementing these strategies, teachers can enhance the experience of teaching geography to students and accelerate their learning process.

Keywords: Teaching Strategy, Student, Teacher, Geography education, Human 10th.