

A study of geography education curriculum in Iran

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Abstract

The history of curriculum planning in the world reaches more than a century, but this field in Iran is not more than a few decades old. However, in this short life, it has been able to open its position and effectiveness among all theoretical sciences and the most important role it has played has been to define the boundary between knowledge and education of each science. For example, in the field of geography, with all the differences and similarities with other sciences, this demarcation has been able to reveal a part of its inherent abilities. Based on the research findings obtained from the descriptive-analytical method of various documents, we can divide geography education in Iran into pre-Dar al-Fonun and post-Dar al-Fonun. However, since geography was not considered as an independent discipline even in the period of Dar al-Fonun and was mainly considered by other teachers along with other disciplines, the history of producing geography curriculum can be scientifically traced back to 70 years ago. The time came when the new education of Iran was formed. However, until about 1996, geography education in Iran was done with an emphasis on descriptive methods, until this year, along with the formation of a stream of scientific and codified curriculum planning in the educational system, a kind of reform in the production of programs A codified lesson was formed and In this way, the first geography curriculum planning document was produced this year, and other programs were extracted from the heart of this curriculum in accordance with the courses and educational levels And geography education was formed as a new approach in official Iranian education.

Keywords: Geography education, Curriculum planning, Iran

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Critical education in social studies

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Abstract

One of the main approaches in curriculum studies is critical education for students. Critical education can internalize critical insights and thinking in students and provide forces for reform, change and development of society. Social studies is one of the curriculum that can provide critical education to students. Critical education in social studies can strengthen students' literacy and critical skills in social issues. By learning this course, students can have a critical and corrective attitude towards the social and natural environment and act actively and responsibly to improve and improve the current situation. This article deals with critical education in social studies. In this article, based on a critical approach, the educational design, selection and organization of educational content, selection of teaching methods and evaluation in social studies are discussed.

Keywords: critical education, social studies, curriculum

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Teachers' understanding of the effects of curriculum on improving citizenship culture in elementary school students

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Abstract

Citizenship Education is one of the essential requirements in every educational system, so that it can be said that the main purpose of the education system is to educate a desirable citizen for every society. The aim of the current research is to study teachers' understanding of the role of curriculum in improving the citizenship education of elementary school students. The nature of this research is practical in the type of descriptive-survey. The statistical population consists of elementary teachers working in the second grade elementary school of Birjand in the academic year 98-9۷. □ □□□□□ □□ ۲۰۲ □□□□□□ □□□ □□□□□□□□ □□□ □□□□□□□ □□□

Morgan's tables. The sampling method was cluster-class. The data gathering tool was a researcher-made questionnaire whose content validity was confirmed by the faculty members and its reliability was calculated to be 0/806 by the Cronbach's alpha coefficient. One-sample t-test and analysis of variance was used to analyze the data. The results of the study showed that in the point of view of the teachers, the curriculum has been able to act above the average in improving the citizenship of elementary students (3) in their knowledge behaviors (3/15), cultural-national behaviors (3/63) and social behaviors (3/51) and electronics citizens (3/07). It is suggested that designers and curriculum designers pay more attention to this issue due to the difference between the average component of electronic citizen with the desired level and the necessity of educating the citizen in today's modern society.

Keywords: Curriculum, Students, Education, Citizenship, Teachers

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A Look at the Importance of Lifestyle in Social Studies Education

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Abstract

By raising the level of knowledge and the development of new means of communication and new technologies, witness the formation of objective changes in today's young lifestyle that is neither escape nor can it be left to itself. Institution of education, using your own training and deterrent levers can guide and monitor these changes in accordance with the traditional religious and indigenous conditions of society. This article uses the library and documentary method we are looking for analysis the importance of lifestyle and social studies in sociological and psychological theories. The results and theoretical studies show in this regard that the content of social studies books in any society can have a profound impact on the youth lifestyle and national identity of the community especially when that content of the books Based on local and national culture and values in that case can expect the health of the young and the community which will ultimately lead to social and scientific development.

Keywords: lifestyle, social studies, new technologies, national identity, social development.

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Opportunities and threats of online exams from the perspective of faculty members of Farhangian University of Isfahan; a study with a phenomenological approach

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Abstract

The prevalence of coronavirus is one of those changes that call for communities to respond, respond and adapt in a timely manner and provide comprehensive solutions, and in the field of education, the continuation of education is possible with virtual education. The main purpose of this article is to identify "opportunities and threats of online exams from the perspective of faculty members of Isfahan Farhangian University". Thirteen academic and knowledgeable experts on e-learning and online tests were purposefully selected and interviewed in a semi-structured way. Finally, for each category, a title was selected that includes all the codes of that category. As a result of this study, faculty members in the category of threats; increase inaccuracy and fainting among students during the test (fraud), structural weakness of the LMS system, lack of familiarity of faculty members with information technology and uncertainty about the evaluation of the performed opportunities; Cost savings, possibility of use at any time and place, increase of knowledge and information technology skills of faculty members, transfer of experiences, learning opportunity, speed of action in correcting the test and announcing the results and using the interactive approach and effective factors in conducting the test online Providing software and hardware infrastructure, high-speed Internet, holding special workshops for faculty members and students, and providing free or cheap Internet for faculty members and students, and the current situation of Farhangian University regarding the opportunities and threats of exams. Online was considered a need for further training in the field of e-learning.

Keywords: Higher education, online test, corona

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The need to create civic organizations in the field of history to promote the position of teachers in this field

Review of the series of conferences of the "Education Working Group of the Iranian History Association"

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Abstract

It seems that the method of teaching history in Iran suffers from problems and the way out of this problem is dialogue between stakeholders. This dialogue takes place through the formation of civic organizations and activities in the public sphere. The "Education Working Group of the Iranian History Association", consisting of a group of concerned teachers of history in Tehran, is one of these institutions, which was established in 2014 and has dozens of activities on its agenda. One of these measures is the holding of a series of "history teaching conferences in schools" in which the problem of inefficient methods of teaching history has been reviewed by some history teachers. The findings of this article, which uses the statistical-descriptive method and based on the content of the articles of the teaching methods of the history of the four second, third, fourth and fifth conferences - whose selected collection of articles have been published - show: The methods of teaching history in Iranian schools are traditional - often in the style of lectures - and rarely the teachers of this subject are willing to use new technologies in teaching history.

Keywords: civic organizations, history teachers, teaching methods, history teaching conferences in schools.

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