

Reflections on the development of problem-based history teaching in the context of cyberspace

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Abstract

Examining the use of cyberspace in problem-based history teaching requires, above all, understanding the relationship between history teaching and problem-solving methods. In this type of education, which has been created as a teaching method, the possibility of creating trial and error hypothesis has been created. Cyberspace has a special place with its capacities and functions. This study is mainly aimed at investigating the effectiveness of problem-based teaching in teaching historical concepts in the context of cyberspace. In response to the article's question about the capacities and limitations of the problem-oriented method, the hypothesis that cyberspace is a suitable platform for this type of teaching is proved due to the existing eight variables. This study is performed by a Descriptive method of qualitative and analytical type and using the note-taking tool to collect data. The findings suggest that cyberspace has a vast potential and a variety of tools for teaching history through its variables including speed, beyond time and place peculiarities, universality, fluidity, augmented reality, multimedia, pervasiveness, and permanent accessibility. Also, it is possible to have a developmental and facilitating effect on history teaching by making proper use of the context and capacities of cyberspace.

Keywords: Teaching history, problem-based education, cyberspace

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The effect of spiritual curriculum on teaching students social skills

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Abstract

The aim of this study was to investigate the effect of spiritual curriculum on teaching students social skills. This is a quasi-experimental study with a pretest-posttest design with a control group and its available sampling has been done by random assignment. Thirty students studying in Shahreza girls' high schools were randomly assigned to the control and experimental groups. Both groups of pre-test students were used to determine the level of social skills by a researcher-made questionnaire of social skills. For the experimental group, 8 sessions of spiritual curriculum and no educational methods were applied to the control group. At the end of the course, 5 participants in the experimental group had a fall. Questionnaires were administered as post-test in both experimental and control groups. Due to the drop in the experimental group, 5 samples were randomly removed from the control group and analyzed using multivariate analysis of covariance. The result of the research showed that the effect of spiritual curriculum teaching social skills (positive relation with others, criticism, empathy and normativeness) are effective at the level ($P < 0.01$).

Keywords: Spiritual curriculum, social skills, students, education

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A study of the attention paid by the newly written social studies textbooks of the first year of high school to the symbols of national identity

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Abstract

The purpose of this study is to investigate the amount of educational content of social studies in the first grade of high school to the symbols, components and elements of national identity. The research method is descriptive-analytic-content analysis. The statistical population of the study included all the books of social studies of joiner high school, which, through a series of checks of all their content (as a unit of analysis) in terms of attention to symbols and the components of national identity were examined. The results of the research show that the attention of the reviewed books has been incomplete and transient in strengthening national identity i.e. some of the symbols, such as monuments and national celebrities, are overrated and some like national flags and anthems are either ignored or neglected. Among the lessons, the pages and images of these books have been neglected. Considering the importance of the issue of national identity and its impact on creating convergence and cohesion in society, the use of this research can be considered as one of the important missions of the educational system to be paid special attention to policymakers and authors of textbooks.

Keywords: Textbooks, Secondary School, Social Studies, Educational System, National Identity

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Explaining the lived experiences of the new teachers of Farhangian University of Alborz Province campuses Case Study (Geography, Input2016)

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Abstract

Education at Farhangian University in the field of geography has a history dating back to the initial formation of the foundations of this university, which has been able to play a role in educating students interested in the field of geography education. Geography education at Farhangian University is done in two areas: specialized and educational courses. Both are complementary to each other in terms of gaining experience for student-teachers. Therefore, geography education at Farhangian University of Alborz Province is being conducted in the form of male and female campuses, and the relevant practical and theoretical courses have been researched. Based on this research in the form of a survey of two campuses, the biological experience of geography student- teachers (accepted 2016) who spend the first year of their teaching experience, have been evaluated in the form of 60 specialized educational questions that are considered in several main indicators by researchers. The answers received in the form of questionnaires were 26 cases, which show the differences in the effectiveness of educational and specialized courses for new teachers of geography education. Also, research findings have shown that new teachers of geography education who are teaching in many Iranians schools in this field. However they were interested in this field ,they were dissatisfied with the performance of some courses and considered their effect as weak during their learning experience and believed that specialized courses had the greatest effect on their teaching experience and internship. Up to %50 of the valuable experiences of a teacher have been through practicum. Another important result obtained in the

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present study and a negative role in reducing teacher motivation for new teachers of geography education is the unrelated teaching courses of the first year of teaching. It has the most negative effect on the interest and motivation of the statistical community.

Keywords: Geography, Lived experience, Farhangian University, Alborz province, New teachers

A study of socio-political education in the formal curriculum of the first year of high school

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Abstract

In this research, the aim is to study the desirable and available status of social studies curriculum with regard to the two components of social and political education in the first period of high school and provide a desirable pattern. The nature of the research is descriptive and survey and according to the purpose of the research, is an applied type. Exploratory-deductive research method. The statistical society of the research is the high-level education documents, the teacher's guide, the curriculum of social studies of the first grade of the secondary school. A sample of all the numbers of statistical community that was targeted and selected smartly. The data mining tool was a checklist, a content analysis log, a vector snippet, an interview form with experts, and a survey form. In the course of the research, after reviewing the upstream documents, the content of the social studies curriculum was studied and a desirable model was designed. In order to validate the questionnaire model, the validity of the questionnaire was evaluated and their reliability was estimated using Cronbach's alpha of 0.98%. For data analysis, SPSS software and one group T test were used. The results indicate that this template was approved by experts with a credibility of 99%.

Key words: Optimal pattern, Social studies curriculum, Secondary education, Social education, Political education

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An Analysis of Teaching Methods in Social Studies Teaching

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Abstract

This research was conducted with the aim of "exploring teaching methods in teaching social studies" using the library method. The results showed that the information and abilities of individuals are different, so teaching methods should be used that take into account the individual differences of students. In the meantime, among the school curricula, the "Social Studies" curriculum, according to the structure and concepts of the field, provides rich and abundant opportunities for the development of the required tendencies and skills. To this end, teachers are able to use a variety of methods and provide learning opportunities. They should be able to use learning units with an emphasis on problem-solving skills and environmental capacities of learners in different ways and using Design and develop new methods. They should also have the skills to analyze the curriculum and adapt it to the needs of learners and be able to design effective learning opportunities and help students with a proper knowledge of the social studies curriculum. To gain a basic understanding of scientific concepts, to ask questions, to explore, to argue, to collaborate, to share knowledge, to express opinions, to present content and subject matter in a way that understand different ideas. According the result of this research methods of teaching like role play, scientific tour , question and answer are recommended.

Keywords: Teaching, Education, Social studies, Role-playing method, Participatory method.

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