

Evaluation of the relationship between social skills and citizen education in secondary school sociology books

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Abstract

Communicating and interacting effectively with others requires acquiring social skills, which results in personal and social health. The institution of education can achieve this through sociology lessons and train active and responsible citizens. For this purpose, in this research, with the help of sociological theories, we seek to investigate and explain the relationship between social skills and citizenship education in secondary school sociology books. The research method is descriptive and qualitative, which has been done through in-depth interviews with secondary sociology teachers. The results show that social skills have not been given much attention in sociology books and most of the content is conceptual and in the cognitive field, and are not mentioned concrete and behavioral examples of social skills and certainly, with this content, students are not familiar with the role of citizenship. Therefore, it is necessary to review the content of the books and work more in the field of skills and behavior.

Keywords: Social skills, Citizenship education, Secondary sociology books.

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The role of storytelling on learning and interest in the content of social identity lesson (A study based on action research method)

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Abstract

Storytelling removes barriers to creativity and provides problem-solving power for students. The main purpose of the study was to improve students' social identity by using one of the active learning methods, namely storytelling, and learning. Therefore, the research seeks to answer the question of whether is it possible to improve students' learning and interest in the content of the social identity course by using storytelling. The method of this research is action research (research in practice). The research sample consisted of 26 experimental students and 28 mathematics-physics students of Ali ibn AbiTaleb (AS) school in Fardis (twelfth grade) and 70 twelfth grade teachers of Alborz province (human group), who were randomly selected. In this study, two categories of evidence were used to collect information. The first category of evidence included the traditional test (test-descriptive) of students and a survey of teachers. And the second category of evidence included storytelling (including tools that enhance active learning). The results of the first evidence indicated the poor performance of students (with an average score of 12) as well as their low interest in the subject. But the results of the second evidence showed that the use of the storytelling method leads to improved learning (with an average score of 16) and increased students' interest in the relevant lesson.

Keywords: Action Research, Storytelling, Active learning, Students, Social Identity.

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Institutions influencing geography education in schools(structures,tasks, and functions)

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Abstract

This research has been carried out in the field of improving geography education methods and with the aim of identifying the structures, functions, and performance of institutions that influence geography education in schools and providing suggestions for improving their future activities. The working method is based on document analysis and its statistical population includes all the documents available in the information bases of the Ministry of Education and its subordinate organizations, as well as publishing and educational aid institutions and non-profit educational institutions. The obtained results show that these institutions can be divided into two general categories, governmental and non-governmental. Government institutions include teachers' training groups, research and curriculum planning organizations, and student scientific associations, which have performed a task and have tried to update educational resources by taking inspiration from national documents and in line with their implementation. take steps in schools. The institutions of the second category, which are considered non-governmental, include private publishing and cartography institutions and scientific associations of geography teachers, which have an independent function and have made efforts to provide scientific resources and educational aids in schools. According to the growing trend of information and communication technology in education, it is suggested that government institutions move toward decentralization and diversification of teaching methods and non-governmental institutions move toward diversity of educational products with an emphasis on smart games.

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Keywords: Teaching geography, Educational groups, New teaching methods, Smart educational games.

Training in preparing topographic maps and digital elevation models in teaching map reading and cartography lessons

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Abstract

One of the practical methods for teaching map reading and cartography for undergraduate students is to prepare a topographic map and digital elevation model. The aim of this study is to teach the steps of preparing a topographic map and digital elevation model. The software used in this research is Google Earth Pro and Arc Map software. This research is of applied type. An example of work is related to a small part of the Haraz River valley and the surrounding heights in the Alborz mountain range. Google Earth software was used to prepare the elevation data of the points, the study area was converted into a KMZ file. The height of the points was calculated from the site <https://www.gpsvisualizer.com>. In Arc Map software, to convert point files to a raster file, using the interpolation process, there are different methods for interpolation in GIS. One of these methods is IDW, where the DEM map of the study area was drawn. There are other methods in Arc Map software that were used to create point density, one through the Random points tool and the other through Fishnet. In the next step, Random points, and Fishnet were stored, the height of the points was obtained at <https://www.gpsvisualizer.com>. In Arc Map software, the topographic map and DEM of the area were generated through IDW option. By producing a map; He taught students various techniques of map reading, profile drawing, and other things.

Keywords: Preparation of map, topography, digital elevation model.

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Analysis of the consequences of virtual flipped learning from the perspective of pre-service teachers of Farhangian University

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Abstract

The present research was conducted with the aim of analyzing the consequences of virtual flipped learning from the perspective of pre-service teachers of Farhangian University in a qualitative and phenomenological way. Due to the nature of the research, the purposive sampling method was used, which obtained data was saturated with in-depth interviews with 9 pre-service teachers. The content analysis method was used to analyze the collected data and MAXQDA11 software was used as an auxiliary method in entering the data. Findings from pre-service teachers' perceptions about the consequences of this method were summarized in 6 main themes: increase of technological competencies, learning promotion and improvement, social and communication issues, psychological, personalization of learning, and control of learning. Pre-service teachers' perception shows that from their point of view, using the virtual flipped classroom is a positive step in improving the level of education and has positive consequences in various dimensions. Virtual flipped learning can make learning more effective and personalized for learners, and the issue of education can be controlled by students in terms of time, place, and speed so that they can adjust education to their learning speed.

Keywords: Education, Flipped learning, Flipped classroom, Virtual.

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A content analysis of capitals in sociology books: the eleventh grade of humanities

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Abstract

The recent research was conducted with the aim of achieving the level of attention to the types of social, cultural, human, and economic capitals in the eleventh-grade sociology book of humanities and conducted by using the content analysis method. The population for research was all the chapters of the sociology book (2) of the literature and humanities major of the second secondary school in the academic year of 1400-1401, and each of the sentences and pictures of the book was analyzed as a conceptual unit. The instrument for data collection is the content analysis checklist of the sociology book (2) created by the researcher, whose formal and content validity has been confirmed by experts. Descriptive statistics were also used to analyze the data. The analysis of the findings showed that about 48% of the contents of the book were related to the concept of capital and its types. Also, the final results indicate that among the four dimensions of capital in the 11th grade sociology book, the most attention is paid to cultural capital with 47.2%, social capital with 26.6%, economic capital with 14.6%, and finally Human capital with was 11.6 percent.

Keywords: content analysis, social capital, cultural capital, economic capital, human capital.

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Meta-analysis of citizenship training studies in Iranian education

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Abstract

This article aims to analyze the topics, findings, and suggestions presented and neglected areas of research in education and citizenship education in Iran. The current research is of a Meta-analysis type and based on it, Normagz databases, Comprehensive Humanities Portal, SID, Civilica, Elmnet, and Magiran using the keywords: "citizenship education", "curriculum objectives", "Desirable citizen", "components of citizenship", "citizenship education" was searched. All journal articles published from 2002 to 2021 were reviewed and by applying filters, 23 relevant articles were selected and analyzed in the title, objectives, and findings of the research. After studying and evaluating the content of the articles, the findings and suggestions presented to them were reviewed and analyzed. The findings of the research showed that the tasks and goals of the education system in citizenship education need to be reconsidered. There is no balance between the content dedicated to the topic of citizenship and other content in textbooks, and the existing content lacks sufficient usefulness and is not attractive from the audience's point of view. Some aspects of citizenship education have been neglected and according to the current conditions, the coordination between the content and the needs of today's audience needs to be taken into consideration. It is also important to pay attention to the components of media literacy and technology in citizenship education as well as e-citizen education. As a result, it is necessary to seriously review the attractiveness, quality, and quantity of content and various aspects of citizenship education in Iran's curriculum.

Keywords: citizenship education, curriculum, education, meta-

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analysis.