

A comparative study of geography education in Iran with Canada and Australia in order to provide suitable solutions to improve geography education in Iran

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Abstract

Taking advantage of the experiences of developed countries and comparative studies is one of the reliable sources of information to increase the quality of education. The aim of the current research was to compare the geography education curriculum in Iran with Australia and Canada in order to provide solutions to improve the education system of Iran. The current comparative-descriptive research was prepared using the library method. The results of the research showed that in all three countries, in terms of goals, the necessity of understanding geographical concepts and creating interest in the surrounding environment, human and natural features, and acquiring geographical skills are addressed. In Iran, in addition to the above, it is also important to strengthen the sense of interest in the land of Iran. In the country of Australia, in addition to the mentioned cases, turning students into active local, national and global citizens and understanding and solving global problems is also emphasized. In Canada, communication with other countries of the world and its impact on people's lives is emphasized. In all the studied countries, the study of human and natural characteristics, environmental protection, optimal use of resources, and the use of study tools in geographies such as photos, maps, and computers are discussed in the field of content. In Canada, in addition to the mentioned cases, the reasons for the development of industrialized countries and the lack of development of African, Asian and Latin American countries are also emphasized. In the field of teaching-learning strategies, the use of active teaching methods such as role-playing, discovery method, computer games, use of the Internet and other active teaching methods are emphasized in all the studied countries.

Keywords: geography education, comparative study, teaching-learning process.

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Teaching geomorphic landforms and geographical phenomena in field visits

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abstract

Geomorphology is the science of identifying different shapes and forms of the earth and analyzing the factors influencing their formation in the past, present and future. In teaching geography, in addition to innovative and creative methods of teaching, field studies and direct observation of geomorphic landforms in the form of scientific visits are very important. The region studied and visited is South Khorasan, Razavi, Golestan, Mazandaran and Semnan provinces. This research aimed at introducing geomorphic landforms to students of geography education entering Mehr 2017. The main tools and data of this research are geological and geomorphological maps of the target areas, Google Earth Pro and GPS devices. The working method is based on the identification of landforms and direct observation in field visits. Then, the visualization of geomorphic landforms and geographical phenomena with the units that were taught during 8 semesters. The findings show that the direct observation of geomorphic landforms plays a significant role in the introduction and education of the plains of Sar, Bahada, playa, river terraces, the direction of mountain ranges, geo-tourism, beaches, bays, fluctuations in the water level of the Caspian Sea, types of beaches, plains, swollen lands, and natural hazards for students. Therefore, it can be concluded that scientific visits will have an important effect on teaching and understanding geographical phenomena. It is suggested to plan a one-week scientific visit outside the province for all incoming students in Farhangian University in the 8th semester.

Keywords: Education, geomorphic landforms, field visit.

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Teaching geography based on global indicators of sustainability in geography textbooks (case example: Academic fields in Iranian schools)

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Abstract

Geography education in the schools of the world has a special place for the planning system as well as the curriculum planners, therefore, according to the global plans, the geography education programs in Iranian schools are considered by the planners and accordingly, the geography books in the grades and courses. Various educational programs have been compiled for students, which have been explained by examining the importance of world sustainability based on various indicators in these textbooks, the quality and quantity of this matter in Iranian schools and in the format of the above article. In this article, it has tried to examine each and every geography course of all grades in Iran's schools, this specific position and their strengths and weaknesses should be checked for the first time, based on which 12 grades and also three academic courses have been reviewed in the form of 11 separate geography education books, in which the findings have been indicated that the overall quantitative and qualitative weakness of geography textbooks and topics in this field, and studies have shown that Iran's geography textbooks are far from international standards in the field of geography education based on sustainability indicators, which should be revised by curriculum planners.

Keywords: teaching geography, sustainability, world, schools, Iran,

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Identifying and ranking effective teaching methods in geography education

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Abstract

Teachers' teaching refers to the educational activities that happen with the teacher's presence in the classroom. Teaching is done by the teacher in order to create favorable learning conditions for learners. In teaching geography, there are various useful methods to convey concepts to the audience. The purpose of this research is to identify and prioritize the best effective teaching methods in geography education. In the first step, this research was done in an exploratory way and based on interviews with professors and experts in order to identify the most effective methods of teaching geography, and in the second step, based on extractive criteria (effective teaching methods) and options (junior and senior high school), a pairwise questionnaire comparison was designed. Then, data was collected by referring to the student teachers of geography education in Amirkabir campus who are studying in the academic year 1401-1402, using systematic sampling method. Data analysis was done using descriptive statistics for pairwise comparisons, each of the criteria (effective teaching methods) and then options (junior and senior high school) were compared two by two. The final results based on the hierarchical analysis of the importance of each of the effective teaching methods in geography education indicated the priority of teaching tourism with 51%, technology-based teaching with 26%, discovery method with 16% and lecture with 7%. The order of priority of teaching methods in geography education has been almost the same based on the first and second secondary level, such that in the junior and senior high school, field visit and tourism is considered the best strategy for learning geography education.

Keywords: Teaching method, hierarchical analysis, education, student teachers of geography.

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Examining the experiences of geography education students from the geography education curriculum in Farhangian University's Amirkabir campus

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Abstract

The purpose of this article is to investigate the experiences of geography education students from the geography education curriculum at Farhangian Amir Kabir University. The research method is a qualitative method with a phenomenological approach. The investigated samples are female students of Farhangian Amir Kabir University in 1401. The samples were selected based on targeted sampling among 22 female students of Amir Kabir Farhangian University and the number of samples was determined based on the principle of theoretical saturation. The data collection method is the unstructured interview method and the data analysis method is the theme analysis method. Students' experiences of the geography education curriculum were categorized into three themes: importance of geography education, learning experiences in geography education and educational issues in geography education. The results of the findings show that geography education students are familiar with the importance and designed goals of geography education. Studying in the field of teaching geography has caused changes in their attitudes, tendencies and skills towards the surrounding environment. Also, the teaching field of geography is faced with issues and problems in the way of presenting the course units, which need to be taken into consideration by the curriculum planners and educational managers of this field.

Keywords: Curriculum, teaching geography, phenomenology, students.

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Recognizing Geotourism As A Museum And Knowledge Workshop For Teaching Geography Case example: (Rudab Sabzevar region)

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Abstract

Geotourism means geographic tourism, which emphasizes geological and geomorphological features as the basis of all human and spatial activities. The goal of geotourism is the stability of the entire region and the preservation of the geographical characteristics of the visited place, and helps to strengthen and develop geomorphological sites. Geotourism includes environmental tourism and cultural heritage, and it causes sustainable development in the region as a tourism example. Rudab region is located 45 kilometers southwest of Sabzevar city in Razavi Khorasan province. This region has geomorphological forms and natural landscapes in such a way that it can become a tourism pole, especially in the field of geotourism. The purpose of this research is to identify and introduce the most important geotourism attractions in the region and present them as a natural and geomorphotourism museum for geography students to understand the topics and concepts of natural geography and suggest better solutions for the problems and management problems of these environments. The information needed in this research was collected by library and field methods. Topographic and geological maps and satellite images have been used to identify the area. In the field method, information has been collected through direct observation (photos and videos). For this purpose, firstly, the general aspects of the region were studied, including climate, geology, geomorphology, and vegetation cover, and then the geotourism attractions of the region were identified. Based on the investigations, the geotourism attractions of the region were identified, including the limestone cave in Parvand mountain, limestone water bodies, the prohibited hunting area of Parvand, special plants of desert areas and animals adapted to the desert,

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proximity to the Khartoran desert, typical sand dunes and shapes Compression and erosion .Studies have shown that this area has a lot of power and capabilities in attracting natural tourism land and is the best tourist and educational destination for student scientific trips. Although there are problems in the field of accommodation and living facilities, suitable means of transportation for tourists, the unsanitary environment of the villages and the lack of tourist facilities.

Keywords: geotourism, geography education, educational workshop, museum

