

From alley of alienation to stair of identity, Comparative Studies of Cultural identity & Social behavior position in Iran and Japan Curriculum

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ABSTRACT

Cultural identity and social behavior are two fundamental elements in shaping both individual and societal values within any community. Cultural identity, which originates from a society's culture, history, geography, and language, serves as a marker for lifestyle and social behavior. The education system plays a crucial role as a key medium for transmitting this identity and behaviors from one generation to the next. This study examines and compares the role of cultural identity and social behavior in the school curricula of Iran and Japan. The aim of this research is to analyze the extent to which cultural identity and social behavior are emphasized in the Iranian curriculum and to compare this with the approaches in Japan's educational system, a leading country in this field. Data for the research were collected through library sources, scientific and research articles, theses, and a systematic review of the literature was employed. The results indicate that while the Iranian curriculum is primarily focused on specialized subjects in basic and human sciences, Japan places significant emphasis on fostering cultural identity and Eastern ethics in its students. In Japan, the school system is not only viewed as an educational environment but also as a temple for developing individuals with strong cultural and moral identities.

Keywords:

Cultural identity,
Curriculum,
Japan,
Iran,
Comparative
Comparison
Null
curriculum

A comparative study of geography education curriculum in the education system of Iran and Finland

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ABSTRACT

The current research is in the field of improving geography education in Iran using a comparative study of geography education in Finland. The purpose of this research is to develop the practical and social skills of students in the geography course and to value the correct and logical decision in the field of environment. The comparative-descriptive research method has been prepared with the benefit of the library method. The findings of this research have examined the structure of the educational system of Iran and Finland, as well as geography education in these two countries, then the differences and similarities of the education system have been discussed with an emphasis on the content of geography education in these two countries. The result of this research was getting to know the positive and negative points and commonalities of the educational system of Iran and Finland in the geography lesson. The findings of the research indicate that due to the centralized education system in Iran, certain standards of geography education have been affected and specific books and resources are considered for teaching at each level. The way geography is implemented in Finland shows that the curriculum content is related to each other and has a longitudinal relationship with each other.

Keywords:

geography education, comparative method, curriculum, educational system of Iran, educational system of Finland.¹

Training of climate classification of koppen Trewartha and comparing with koppen classification

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ABSTRACT

Climate classification is an essential method for understanding regional climates. Various approaches to climate classification exist, including the Köppen and Köppen-Trewartha systems. The primary distinctions between these classification schemes lie in their objectives, the nature and number of parameters studied, and the establishment of thresholds. The Köppen-Trewartha classification, the subject of this research, is a refinement of the Köppen system. This study compares the Köppen and Köppen-Trewartha classifications, highlighting the latter's suitability for Iran due to its increased emphasis on precipitation. The primary goal of this paper is to introduce the concepts and calculations involved in the Köppen-Trewartha climate classification method. To achieve this objective, two synoptic stations in Fars Province, Lamard (representing climate type B) and Eqlid (representing a non-B climate type), were selected and analyzed. It is anticipated that teachers will not only become familiar with the Köppen classification but also with the Köppen-Trewartha method, enabling them to calculate and compare both systems.

Keywords:

classification, koppen, trewartha
Geography, secondary, school.

A essay on the constructive components of pedagogical content knowledge (PCK) in geography education

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ABSTRACT

Background and Objectives: The purpose of the present study was to reflect on pedagogical content knowledge in geography education in order to identify and explain the constituent components of the knowledge with a review of the relevant scientific literature

Methods: This research is a qualitative research and the research method used in this study is observational research. In the research study, the researcher conveys his personal summary of knowledge and experiences in a field to others; Therefore, in this study, the researcher, after library study, has made an observational inquiry about educational content knowledge and identified its constituent components and explained them in the field of geography education. The verifiability of the findings has been done through peer review

Findings: The results of this study are the enumeration of pedagogical content knowledge components in four sections: audience knowledge, specialized knowledge, curriculum development knowledge, and personal knowledge. **Conclusion:** questions and problems are asked for specialized knowledge, 5 questions and problems for audience knowledge, 5 questions and problems for curriculum development knowledge, and 3 questions and problems for personal knowledge. The problem has been identified in order to provide the basis for more researches in this field by introducing potential research issues and questions of the constructive components of educational content knowledge of geography education.

Keywords:

Essay, component, instruction, pedagogical content knowledge, geography education

Content analysis of ninth grade social studies textbook using William Rumi method with emphasis on geography section

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ABSTRACT

The present study was conducted with the aim of investigating the appropriateness level and amplification of research coefficient of the ninth grade social studies textbook. Statistical community under study is 9th grade social studies textbook and statistical sample is Geography section of textbook. In the terms of purpose, the present study can be considered as a practical study and In terms of the method used is descriptive and content analysis. At first, the appropriateness of the content of the statistical sample with the relevant educational level was investigated using the Gunning method, Then, the content of the statistical sample in the three areas of text, images and questions was analyzed using William Rumi's method from an active, inactive or neutral point of view, and the importance coefficient of each of the ten studied categories was determined using Shannon's entropy method. The results of using the Gunning method showed that the geography section of the 9th social studies book is unsuitable for the 9th grade due to the average difficulty level of 14.7. The results of using William Rumi's method also showed the content of the statistical sample of studies has been designed passively in the two fields of text and image and active in the field of questions. According to the results obtained from the using of Shannon's entropy method, in all three area of text, image and questions, the importance of passive categories is more than active categories.

Keywords:

content analysis

Gunning

Rumi's method

Shannon's entropy

9th grade social studies

Pathology Virtual in-service Training Systems for Teachers in order to Improve and Promotion of the Professional Teaching Skills of Social Studies Teachers

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ABSTRACT

Background and Objective: The continuous education and training of teachers as the beating heart of the education system in the form of providing training courses while serving teachers can be used to upgrade, improve and improve the professional and career of teachers in the virtual and electronic knewworld. The purpose of this research is to investigate the opportunities and challenges of training courses at the same time service provided in the comprehensive management and training system of educators (LTMS), Rayadars management system and Meraat learning schools system in order to improve and improve skills. Teaching professions from the point of view of lesson social studies teachers in in the southern districts (Abdanan, Dareh Shahr, Badreh and DehIran) of Ilam province in the academic year of 2023/2024. **Method:** This research was a part of applied research in a descriptive-survey manner and a researcher-made questionnaire was used to collect information, and the population size is 25 people and the sample size was 24 people (12 men and 12 women) using the Karjesi and Morgan method, cluster sampling was selected. **Conclusion :** It was found that the length of holding and recording scores in some systems, the lack of standard suitability of some test questions, the lack of necessary and sufficient supervision and security for the participation of each user in a self-actualized manner, the lack of two-way and active interaction of the user with Course instructors, excessive emphasis on quantitative evaluation and final grade, disconnection and connection and low speed of the Internet and problems of online payment of registration fee in some systems were among the most important challenges. **Conclusion:** In addition oto pathology, mentioned systems in the fields of goal setting, content and teaching-learning strategies, from the point of view of lesson social studies teachers, had a relatively favorable performance and caused they to know more about professional teaching skills such as: lesson planning, setting educational goals, assessment and Evaluation, familiarization with creative and diverse methods and models of virtual teaching, communication and classroom management and presentation of various assignments were skill oriented .

Keywords:

In-service
Training,
Teaching, Lesson
Social Studies
Teachers, Virtual
Systems ,
Professional
Skills .

Quantitative content analysis of applied geography book (12th grade humanities)

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ABSTRACT

The current research is a quantitative content analysis of the applied geography book according to the educational design of the twelfth grade; In the quantitative analysis method 'the text of the questions and the pictures of the book are analyzed from the perspective of being active and inactive based on the method of William Rumi. The study population of the research was the applied geography book of humanities. The entire book was examined and analyzed as an example. The tool for gathering information in a quantitative method is the analysis based on the William Rumi method 'which was prepared based on the theoretical foundations and its validity was confirmed by the teachers of the geography course. The unit of study is the lessons included in the book and the unit of analysis is the text 'questions and pictures of the book 'which were determined based on the active and passive categories by William Rumi's formula and their engagement coefficient. The results show that the text of the applied geography book with an engagement factor of 0.5 is an active and dynamic text 'and in addition to stating the facts and providing information 'it engages the students' minds with new content and has an active educational approach. Book questions with an engagement factor of 1.5 show that the questions are active and dynamic and provide the context for active learning 'but they are on the edge of the border. Also 'the pictures of the applied geography book with the engagement factor of 0.6 show that the pictures are active and provide the background for the learners' activity. Therefore 'the text 'activities and pictures of the 12th grade applied geography book have been compiled in an active way. But the questions should be revised.

Keywords:

content analysis ' applied geography book ' William Rumi's method ' quantitative analysis.