

# Investigating Factors Influencing the Improvement of Students' Learning in Geography: A Case Study of Female High School Students in Birjand

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This study investigates the factors influencing the improvement of students' learning in geography in girls' high schools in Birjand city. The statistical population of this research includes students from girls' high schools in Birjand. A random sampling method was used, and 82 female students from 7 high schools were selected. Using thematic analysis, qualitative data were collected through questionnaires and analyzed using MAXQDA software. The findings showed that utilizing diverse teaching methods and reducing the volume of course content can significantly enhance students' learning. Specifically, field trips and the use of conceptual maps were identified as the most effective methods. These methods help students better understand complex geographical concepts by creating practical and engaging experiences. The research also highlighted the significant role of teachers in increasing interest and improving students' learning. Employing attractive and varied teaching methods, fostering positive interactions with students, and providing real-life examples of geographical concepts can increase students' motivation and interest in geography. Ultimately, the study demonstrated that reducing the volume and content of textbooks and allocating more time to practical and participatory activities can make geography lessons more engaging and improve students' learning. Paying attention to students' perceptions of geography and striving to change this perception towards a positive and practical outlook are also important factors in enhancing learning.

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## Powerful geographical knowledge; innovation in the quality of geography education

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### **Keywords:**

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**Background and Objectives**In the last decade, the concept of “powerful knowledge” has attracted the attention of many education professionals. In such an approach, the main goal of schools is to provide knowledge that enables students to understand and think about the world and its issues beyond the limitations of their own experience. The field of geography is in a favorable position with regard to its capacities to equip students with powerful knowledge. The key concepts on which the field is based help students to develop their perspectives for visualization and holistic thinking and to place what is being studied in its bigger picture. **Methods:** This article uses the traditional review method and the qualitative method of conceptual analysis to examine, analyze and apply powerful knowledge in geography education, especially in school geography. Accordingly, first, by reviewing the relevant literature, the epistemology supporting the concept of powerful knowledge was examined, and then the relationship of this concept with geography and powerful geography, the school system and curriculum planning in school geography was discussed. **Findings:** The findings suggest that applying strong geographic knowledge and providing students with a bigger picture understanding offers new ways to think, analyze, and explain. **Conclusion:** Furthermore, the present study emphasizes that innovative thinking in geography education and the implementation of a strong geography-based curriculum can significantly contribute to students' better understanding and increasing their skills and ability to observe the world with such knowledge and capabilities and find solutions to issues and problems with different contexts by teaching applied geography abilities and skills.

## Examining the Challenges Facing Geography Education in Gifted Schools in the City of Karaj

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### Keywords:

. Education  
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**Background and Objectives:** Gifted schools are established with the goal of fostering and developing the capabilities of gifted students. However, these schools face numerous challenges, and identifying these issues and improving the educational quality of these schools, as the pioneers of the country's educational system, is of great importance. Therefore, the present study aims to diagnose the challenges of geography education in gifted schools at both the first and second levels of secondary education in the city of Karaj from the perspective of geography teachers. **Methods:** This qualitative study was conducted using a phenomenological approach. The participants in the study consisted of geography teachers from gifted secondary schools in Karaj, with 11 teachers selected as the research sample through purposive sampling and theoretical saturation. The data gathered from semi-structured interviews were analyzed using coding methods, leading to the extraction of sub-themes and main themes.

**Findings:** The qualitative data analysis resulted in the identification of 4 main codes, 13 sub-codes, and 60 conceptual codes (open codes). The main challenges identified in geography education in gifted secondary schools, according to the teachers, included attitudes and beliefs toward geography as a subject, regulations and policies, educational challenges, and environmental challenges. **Conclusion:** geography education in gifted schools faces numerous challenges, and addressing them requires comprehensive support from authorities, teachers, and families.

## The Effect of Jigsaw Teaching Method on Academic Well-Being and Self-Confidence of High School Students in Geography Lesson

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### Keywords:

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This study aimed to investigate the effect of the jigsaw teaching method on the academic well-being and self-confidence of high school students in geography. The research method was a semi-experimental pre-test-post-test design with a control group. The statistical population of the study included all high school students in District 4 of Karaj in the academic year 1402-1403. To determine the sample size, first, using cluster sampling method, "Shahid Mirhabibi" Boys' High School and "Shahid Kamali Dehghan" High School in District 4 of Karaj were selected, then 30 students from these schools were selected in geography class using purposive sampling method, and randomly assigned to the control and experimental groups (experimental group: 15 students/control group: 15 students). The research tools were the academic well-being questionnaires of Peterin et al. (2014) and Rosenberg's self-confidence. For data analysis at the descriptive level, mean and standard deviation were used, and at the inferential level, univariate and multivariate analysis of covariance tests were used. The results of covariance analysis showed that the jigsaw teaching method was effective on students' academic well-being and self-confidence ( $p < 0.01$ ); in other words, jigsaw teaching increased students' academic well-being and self-confidence. The effect of treatment on academic well-being was 0.87 and on self-confidence was 0.88. Given the effectiveness of this teaching method, it is recommended as an educational program to improve academic problems and self-confidence of high school students in schools.

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## Effective Geography Teaching Methods in Iranian Elementary Schools

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### ABSTRACT

#### Keywords:

Geography questioning and answering, phenomenology, effective teaching, elementary education, flipped learning,  ali.pourghayyomi@gmail.com

This research focuses on effective geography teaching in the elementary education sector of Iran. Nowadays, in education, there has been a shift of attention from teaching to learning. This perspective places learning at the core of all educational programs, policies, and strategies, necessitating a focus on effective and efficient teaching methods. The effectiveness of geography teachers' instructional methods leads to an increase in the quality of education and ultimately results in better learning outcomes. The aim of this research is to introduce types of effective geography teaching. The methodology employed is qualitative, specifically phenomenological. The predominant strategy for conducting the research is inductive. The findings indicate that methods such as geographical dialogue, multimedia and technology-based approaches, scaffolding, kind behavior, map-oriented instruction, inquiry-based learning, classroom presentations, brainstorming, observation, performance-based teaching, blended methods, questioning and answering, group participation, teacher motivation, exploratory learning, and flipped learning are highly effective in enhancing geography education. Consequently, it can be concluded that teaching geography as a theoretical-applied discipline has lost its efficacy when relying solely on conventional teaching methods, and the learning approaches must evolve in accordance with the spirit of the times. In this context, effective geography teaching plays a crucial role in students' understanding of the surrounding world, the development of spatial thinking, and their connection with the environment.

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## The application of video games in improving the learning of social studies course concepts

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### ABSTRACT

#### Keywords:

video game, educational games, social studies course, technology, learning improvement. le arning.✉ yasaminabedi9580@gmail.com

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Literature and goals: Video games are a newly emerging and widespread phenomenon in many parts of the world. Neglecting game studies leads to ignoring a part of cultural consumption in society. Computer games can be an effective tool in increasing students' motivation and learning in social studies. This research examines the role of video games as a new tool in teaching the concepts of the elementary school social studies textbook. The main objective of the study is to analyze the role and effects of these games on improving the learning process and understanding the concepts of the elementary school social studies textbook. Methodology: The research method is descriptive-analytical and is conducted using academic scientific sources. Finding and conclusion: The findings indicate that the use of video games, due to their interactive and motivational features, has a positive impact on increasing student participation in the learning process. These games, by providing a simulated environment and creating opportunities for practical experience, can help enhance critical thinking, creativity, and social interactions. However, challenges such as the potential for dependency and increased aggression have been observed in some cases. Therefore, the careful selection of educational games and their proper design is of great importance. This research also provides strategies for optimizing the use of video games in education and serves as a practical resource for teachers and educational practitioners.

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# Habermas's Discursive and Action Pedagogy in Geography Education

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## ABSTRACT

### Keywords:

.Communicative  
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**Background and Objectives:** Communicative action is a communication based on the multi-directional interaction of concept and content, the structure of which is based on a multilateral shared understanding based on expertise (not monopoly). In this action, individuals exchange ideas in a free table with each other and outside the processes of monopoly and power, and reach a common understanding of concepts and present a single concept..

**Methods:** This research has examined the role of communicative action based on Habermas's theory in place-based and space-based geography education. The present study is a systematic study based on the review and development of theoretical literature and explanatory modeling, the data collection of which is based on library literature.. **Findings:** The findings show that philosophy based on pedagogical activism can be effective in explaining geographical concepts, especially spatial analysis of geographical factors and elements, and with the exploratory function, it stabilizes the learning of geographical concepts and gives analytical concepts of geography a common structure with the understanding action.

**Conclusion:** As a result, it can be said that communication-based learning in the structure of interdisciplinary geography courses not only creates interactive communication but also develops interdisciplinary educational synergy

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