Examining the Implications of Bertrand Russell's Philosophical Ideas and Thoughts for Curriculum

Hassan Ali Garmabi[1]

Abstract

Examining the opinions and thoughts of philosophers and the educational implications of their theories are among the activities that researchers always try them to gain sufficient and comprehensive insight. This article examines the philosophical views and theories of Bertrand Russell, one of the great philosophers in analytic philosophy. This study was done by library study and qualitative content analysis. Thereby, first Russell's views on basic philosophical issues as much as he has addressed in his books were studied and then the conclusions that can be drawn from these views on the curriculum and the nature of the elements were provided. Russell addressed issues on cultivating wisdom, intelligence, scientific spirit, Open-minded people, etc. in case of goals, the observance of the theory of conformity in content validation and addressing influential issues on cultivating the mind, scientific spirit and education in case of content, more on the methods of the school of behaviorism and induction, and also a little on the methods of epistemologists and intuition in case of method, And in the evaluation process, the assessment of the student's way of thinking and scientific spirit through goal-free and functional tests is mentioned. After these implications, the positive and negative points of Russell's views are also examined

Keywords: Bertrand Russell, Philosophical Opinions, Curriculum

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A Reflection on the Qualitative Research Approach with Emphasis on Validity and Reliability

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Abstract

The aim of this descriptive-analytical study was to reflect on the qualitative research method by emphasizing the validity and reliability. Qualitative research method is specifically related to the collection and interpretation of non-digit data in order to understand the social and human world around. Qualitative research methods can be linked to anthropology, philosophy, psychology, history, and sociology. They emphasize research on independent social individuals who have the ability to perceive, feel, as well as the power of idea, and mental understanding of the phenomena. Achieving validity and reliability in qualitative research is the important point in collecting data, which should be done carefully from the beginning to the end of the research. The sampling method, entering the field, and the question method in the qualitative research method are somewhat different from the quantitative research method. Of course, at some times, in the mixed method research, qualitative methods are used as a complement to the quantitative method. In Qualitative Research, Quality is more important than validity, and the tool for achieving this validity is the role that the researcher plays.

Keywords: Qualitative Research, Reliability, Validity

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Aesthetics and Art from John Dewey's Perspective and the Educational Implications for the Iranian Educational System

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Abstract

The purpose of this study was to explore and introduce John Dewey's view on art and aesthetics and to extract his educational implications in Islamic Education System in Iran. Accordingly, the research questions are: What are John Dewey's teachings about art and aesthetics? ٢. What are Dewey's educational implications in line with the Islamic education? To answer these questions, some of the works, texts, and resources related to John Dewey's art and aesthetics were studied using content analysis and writing. Then, based on his view of art and aesthetics, key implications and strategies in aesthetic education were extracted. Measuring tools were a checklist form as well as a researcher-made content analysis checklist. The findings of the study indicated that art and aesthetics from Dewey's perspective consist of four axes including proportion and harmony, qualitative self-esteem, expression of emotion and imagination, ethics, and so on. The educational result of these axes is to make the trustees and educators aware of the growing neglect that has been made about the general education of art and aesthetics in educational processes, and to emphasize its importance in life.

Keywords: Art, Aesthetics, Content Analysis, Dewey, Educational Implications

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Typology and comparison of the current state of educational technology-based learning environment during COVID-19 pandemic from the perspective of professors and students: A case study of Farhangian University of Yazd.

Mahdieh Sadat Mirrahimi[1]

Abstract

The aim of this study was to classify and compare the current situation of technology-based learning environments during the Covid-19 pandemic from the perspective of professors and students: a case study of Farhangian University of Yazd. Qualitative approach research is a case study method. The research tool was a semi-structured interview. The sample of the statistical population were 20 students who were member of the Information Technology Association and 10 professors of Farhangian University of Yazd Province selected purposefully. The data obtained from the interview were coded (open and axial) in MAXQDA software. Open codes including 23 concepts were extracted from students 'data and 36 concepts were extracted from professors' data. Findings from the research include 7 central categories extracted from open codes, including 3 central axes derived from students' perspectives are: dynamism and intelligent interaction in the learning environment; Increasing the intellectual, critical and learner competencies; Improving cognitive function, and 4 categories from the professors' point of view including the double-edged sword of technology environment; Ascending-descending challenges of the technology environment; Subjective beliefs, threats - opportunities in relation to the technology-based environment; and increase of intellectual competencies were identified. In order to compare these two perspectives on the acceptance of technology-based learning environment, students' perception of the environment is seen as a platform for progress with an active approach, while the acceptance of professors is perceived as optimistic, cautious and adaptable to unstable conditions with a conservative approach.

Keywords: E-Learning, Higher Education, Farhangian University, Covid-19, Technology Environment

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The lived Experience of Students from Virtual Practicum Course during Covid-19 Pandemic

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Abstract

The aim of this study was to investigate student-teachers' lived experience of virtual Practicum course during Covid-19 pandemic. This research was performed qualitatively and phenomenological. For this purpose, semi-structured interviews were conducted with 18 student-teachers of Farhangian University of Isfahan. Purposeful sampling was continued until data saturation was achieved. The criterion for selecting students was to have a purely virtual practicum experience. Thus, students who had completed practicum 1 and 2 courses virtually and had no experience of face to face practicum courses were selected. Data analysis was performed using the seven-step Colaizzi method. Peer review strategy was used to ensure the validity of the research. The results showed that there were two general themes of challenges and opportunities of virtual practicum training in the lived experience of students- teachers. These challenges include lack of infrastructure, curriculum problems and organizational problems that have made students not to acquire practicum and teaching skills. At the same time, virtual practicum training has provided opportunities such as removing time constraints, increasing access to content, and developing students' technological literacy. According to the results, it is necessary to emphasize the benefits of e-learning and provide the necessary support to mitigate the challenges of virtual practicum course.

Keywords: Lived Experience, Virtual Education, Practicum, Student-Teacher, Covid-19

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Virtual Education during Covid-19 Pandemic from the Perspective of Elementary School Teachers

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Abstract

The purpose of this study was to investigate the attitudes of elementary school teachers about virtual education during the Covid-19 pandemic. For this purpose, a qualitative research method with a phenomenological approach was used. Among primary school teachers in Alborz, Markazi, Tehran, Ilam and West Azarbaijan provinces, 67 teachers were selected through purposive sampling method. Data were collected by semi-organized interview and analyzed by Miles and Haberman method using NVivo software. The results of data analysis were categorized in 4 main areas including: educational strategies, challenges, support, teacher motivation, and student's interest. The results show that teaching strategies, educational media, education time and evaluations need to be changed. Teachers face challenges due to technical barriers, student participation, student conditions, and online learning experience. To succeed in e-learning, Teachers need the support of educational administrators and parents, and also must maintain the motivation and interest of themselves and their students during the e-learning process.

Keywords: Teachers, Elementary, Online Education, COVID-19

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The Role of New Technologies in Educating Students during Covid-19
(With the Emphasis on Iranian-Islamic Identity)

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Abstract

The emergence of the corona virus was initially considered a health issue, but pervaded all economic, social, political and cultural spheres of the world. In the meantime, one of the areas that underwent a great deal of change was the structure of students' education. Meanwhile, new virtual technologies changed attitudes and insights, especially in the Iranian-Islamic identity. Therefore, this study sought to investigate the role of new technologies in educating students during covid-19 (with an emphasis on Iranian-Islamic identity). This article has been done by descriptive-analytical method and using library-documentary sources. The results of the research indicate that if new technologies are used rationally and principled in the direction of educating students, not only can they create dynamic, efficient and specialized human resources in the shortest time, but also they can enrich the Iranian-Islamic identity in the national and international arena. Therefore, the use of new technologies should be in a way to provide proper education for students as well as to develop the original Iranian-Islamic identity.

Keywords: New Technologies, Education, Cyberspace, Covid-19, Iranian-Islamic Identity

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Analysis of Farhangian University Students' Lived Experience of Religious Life

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Abstract

This article dealt with Farhangian University students' lived experience of the religious life. Studying the students' lived experience of religious life provides valuable information to cultural and educational administrators of the university. This information can help cultural and educational administrators in designing university cultural programs. The research method in this article is qualitative. The statistical population is all students of Farhangian University of Alborz. The statistical sample was determined based on a purposive sampling of ۲۹ social science students. Narrative interview method was used to collect date and phenomenological analysis method was used. After collecting data on students' experience of religious life, the important statements of students about religious life were identified, and ۵ main themes were extracted. Finally, the students' narratives were analyzed based on the ۵ main themes including the feeling of God's presence in life, peace and security, the way of life, following the rules and regulations of religion, and observing ethics.

Keywords: Lived experience, Religious life, Student, Farhangian University, Phenomenology

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The Effect of Language Development on Increasing and Expanding Students' Linguistic Intelligence: A Case Study of Hekmat School in Mashhad

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Abstract

Piaget believes that language development is guided by and reflected in cognitive development. Therefore, language development depends on the development of thinking. Unlike Piaget, Vygotsky believes that the rapid language development increases one's ability to participate in social dialogue while performing tasks that are culturally meaningful. Verbal intelligence as one of the multiple intelligences has a great impact on how people communicate and interact with each other. The purpose of this study was to investigate the effect of language development on increasing and expanding linguistic intelligence in the fields of verbal and practical intelligence. For this purpose, ٢٤ students of Hekmat Elementary School in Mashhad who met the entry and exit criteria were randomly selected and categorized in ٢ experimental and control groups of ١٢. The experimental group was given a cognition based on language development in the form of verbal and practice intelligence, while control group had no special training. The results of independent t-test showed that students' performance in tests of both types of intelligence in the experimental group was significantly different from the performance of students in the control group. The results of this research can be useful for teachers of different languages and measuring students' linguistic and practical intelligence in order to better learning of that language.

Keywords: Linguistic development, Linguistic intelligence, Verbal intelligence, Practical intelligence

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