Pathology of Training in Multi-grade Classes, Exploring Opportunities and Threats (Case Study of Makoo City)

Hamed Zeinalpoor[1], Daryoush Zeinalpoor[2]

Abstract

In education, there are various and different conditions according which planners, especially teachers, should manage teaching and learning process. One of these conditions in which teachers should continue to work is the small schools with multi-grade classes. Geographical factors and dispersion of villages, lack of human resources, lack of compulsory education students, migration of villagers and social and economic factors are among the causes that lead to creation of multi-grade classes. The purpose of this article was to investigate the opportunities and threats of multi-grade classes. The statistical population of this study consists of all the multi-grade teachers of Mako city, Iran, of which ٢٠ people were selected as a sample by random sampling method. The applied research type was selected based on the objectives, and descriptive-analytical research method was selected based on the research design. The obtained results indicate that multi-grade classes, while having advantages such as high level of social development, environmental compatibility, expression of emotions, spirit of cooperation, behavioral maturity of students, also have the following disadvantages: lack of time, lack of educational equipment, weakness of the scientific foundation, heavy workload of the teachers and inappropriate educational environment.

Keywords: Education, Pathology, Multilingual Classes, Learning

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١. Educational Sciences, Shahid Beheshti University, Tehran, Iran.
٢ . Educational Sciences, Farhangian University, Salmas, Iran.

Education of Citizenship Security Right in the Qur'an and Hadiths

Tayebeh Ebrahimi[1]

Abstract

Increasing development of relationships and the needs of a society for public order and security have led countries to promote and teach the right of security. Also, it is one of the most essential needs of human societies and individual and social life in the Islamic school of thought, and its importance has been repeatedly emphasized. Regarding the importance of this subject, and since Islam, as a comprehensive system, has provided suitable solutions for all human needs, the main issue in this article is scrutinizing education citizenship security right in the Holy Quran and hadiths in order to show that the rules of Islam in the field of citizenship rights is transcendent. Accordingly, it seeks to answer the question of how is "security" defined in Qur'anic sources and what are the solutions considered for its realization. Through descriptive-analytical method and library studies, I have tried to express the views of the Qur'an and hadiths in this regard. The results of the research showed that the various aspects of security and the solutions for its realization have been explained precisely in the Qur'an and hadiths, and have been considered by the legislators. The importance of education of the security right, teaching, and public notification have been emphasized. It was also found that faith and moral principles guarantee security in all aspects.

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١. Assistant Professor

Reflection on the Study of Practicum in Teacher Education in Canada for the Development of Universities

Hamid Khosravi¹

Abstract

The purpose of this study was to investigate Practicum training in Canadian teacher education Universities in ۲۰۲۰-۲۰۲۱. The statistical population of this research study is the range of student-teachers in Winnipeg University, Canada. Research tools were research and educational methods used in developed countries for optimal practicum training. Advances in science and technology in developed countries have led them to plan realistically, accurately and flexibly. This study sought to study practicum at the University of Winnipeg in Canada regarding evolutions in planning for educating student teachers, selecting appropriate candidates, issuing a practicum program certification, self-assessment, general practicum program process, goals and objectives, method, management and evaluation, how to communicate, and explain the interaction with schools and teachers, learning environment, initiatives, legal status of student-teachers, criteria for observing the class, professional duties, quality view, etc.

Keywords: Practicum, University of Winnipeg, Teacher Education, Student Teacher

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۱. Shahid Beheshti University

Assessing the Performance of Shad Educational Media in Social Studies Courses from Students' Perspectives

Amir Karimi[1], Omid Mehni[2], Sajjad Jalilian[3]

Abstract

Assessing the performance of Shad Educational Media from the students' perspective as the main audience of e-learning can provide the necessary medium for presenting appropriate educational strategies not only during Covid-۱۹ period but also after it. The aim of this study was to evaluate the performance of Shad in social studies courses from students' perspective. The statistical population of the study included all ۵۹۸۳ male students of Zanjan junior high schools. The statistical sample size was determined based on Krejcie and Morgan (۱۹۷۰) table of ۳۶۱ people and the members of the statistical sample were selected using simple random sampling method. A researcher-made questionnaire consisting of ۳۱ questions was used to collect the required data. This questionnaire included ۷ dimensions: grade point average, students' motivational states, desirability of educational content, management and educational coordination of academic courses, educational performance and students' satisfaction with practicality of the application. Content validity method was used to perform the validity of the questionnaire and Cronbach's alpha test was used to calculate the reliability. Research data were analyzed using Wilcoxon, Friedman, t-test samples and SPSS statistical software. Findings indicate that the studied statistical population had a lower grade point average in social studies and did not have favorable opinions about the effectiveness of Shad in History and Civics courses and rated it as an average and in need of increasing progress. Hence, improving the content quality and software features of Shad are among the necessities of making it practical.

Keywords: Shad Educational Media, Corona Era, Social Studies

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۱. History Teaching Student at Hakim Ferdosi Campus, Farhangian University, Alborz

۲ .Lecturer, Department of Primary Education, Farhangian University, Tehran, Iran

۳ .Cultural Expert at Hakim Ferdosi Campus, Farhangian University, Alborz

Problem-Based Learning and History Teaching in Schools
(A Case Study of Project-Based Teaching)

Kourosh Fathi[1], Ahmad Reza Najafi[2]

Abstract

Problem-based learning is an active educational method based on constructivism. Constructivism is rooted in the scientific and educational ideas of scientists such as Piaget, Bruner and John Dewey, and emphasizes the active role of the learner in understanding and constructing knowledge and science. Problem solving is the most authentic learning activity that students can do. In problem-based learning, the learner finds an active role in the construction of knowledge through the development of metacognitive learning strategies, working in small groups and solving real problems. The history course has little attraction for teaching due to its emphasis on memorization, excessive use of the lecture method, structural problems and sometimes content of the history textbook. Learners often mention that historical subjects are boring. Therefore, the history teacher should look for a suitable method for teaching. Problem-based learning is one of the methods that, in addition to making students interested in History, is effective in developing students' understanding and historical literacy. The main question of this research is how problem-based learning can be used in history education. In response to this question and by using the descriptive and analytical method as well as referring to the practical experience of the authors, the conclusion indicated that in teaching history through problem-oriented method, educational subjects are integrated in the heart of the main problem, and problem-based teaching done in a practical way can have various forms. The project-based method is one of these methods that has been examined as a practical example.

Keywords: Teaching Method, History Teaching, Problem-based Learning, Constructivist Method, Project-Based Method

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[1]. Department of Social Studies, Farhangian University, Hakim Ferdowsi Alborz Campus
[2] .Lecturer, Department of Humanities and Social Studies, Farhangian University, Martyrs of Mecca Campus, Tehran

The Importance and Position of Supervising Teachers in Motivating Student Teachers
(Study: Practicum Course)

Akram Safari[1], Shaghayegh Ebrahimi[2], Fatemeh Askary[3]

Abstract

The aim of this qualitative and applied study, in terms of purpose, was to investigate the role of supervising teachers in motivating the student teachers. Semi-structured and in-depth interviews were used to collect data. Participants in the interview were selected using purposive sampling method and snowball technique to reach the level of theoretical saturation (٢٥ people) including ٤ professors, ١٩ student-teachers and ٢ supervisors. Inductive content analysis technique was used to analyze the data. The results showed that Supervisors have a significant effect on motivating student-teachers. Various factors including psychological factors, professional competencies, effective elements in practicum, behavioral characteristics, positive attitude towards student-teacher, constructive interaction, promotion and empowerment in motivation and factors such as behavioral barriers, communication barriers, negative points of supervising teacher, and supervising teacher's negative mental and intellectual ideas are involved in destroying the student-teacher motivation. Behavioral barriers are among the factors that eliminate motivation. In this dimension, indicators such as: insufficient release of information, lack of motivation, lack of knowledge of practicum topics and job descriptions of students-teachers, obstruction, lack of companionship, stinginess in sharing experiences and solutions were identified.

Keywords: Motivating, Student Teachers, Supervising Teachers, School, Farhangian University

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[1]. Lecturer at Farhangian University
[2]. Certified Teacher at Ministry of Education
[3]. Certified Teacher at Ministry of Education

The Effect of Implementation of Khana School Reform Package on Reading, Writing Skills and Manners and Life Skills of Primary School Students

Mohsen Izan[1], Afsaneh Ahmadialiabadi[2]

Abstract

This research was carried out with the aim of investigating the impact of implementation of Khana School, the transformational package, on the reading, writing, and life skills of the elementary school students of Piranshahr. The research method was quasi-experimental and pre-test-post-test design with two experimental groups and two control groups. The statistical population of the research was all the ٤th- grade students of Piranshahr. Using multi-stage random sampling method, ٤ classes (١٤٠ people), two classes of the experimental group (٧٠ people) and two classes of the control group (٧٠ people) were selected. To collect statistical data, a researcher-made diagnostic test for reading and writing level and a researcher-made questionnaire for learning life skills were used. The face and content validity of these questionnaires were confirmed by professors and experts in life skills and educational sciences. The reliability of the two reading and writing tests were confirmed using the parallel method or peer tests with ٠,٨٧ and ٠,٨٢, respectively, and Cronbach's alpha coefficient for the reliability of the life skills questionnaire was ٠,٧٨. The data was analyzed using covariance analysis and SPSS software version ٢٦. The results showed that the students who had received Khana school package had a higher score in reading, writing and life skills compared to the group that did not receive the package. Therefore, it is better for teachers to use an integrated approach to strengthen language and life skills in different curricula.

Keywords: Khana School Plan, Reading Skills, Writing Skills, Manners and Life Skills, Elementary School

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١. West Azerbaijan province, Education Office of Piranshahr
٢ . Education Office of Piranshahr

The Place of Ethnicity (Subcultures) in the Educational System

Afrooz Farrokhi[1], Alireza Tatari[2]

Abstract

The main purpose of this Descriptive-analytical research study was to investigate status of ethnicity in the Iranian educational system. Library, documentary and electronic studies have been used in order to collect the required information from authentic domestic and foreign books and articles. The results of this research showed that, in the educational system of Iran, it has been tried to pay attention to the multi-ethnicity, but it also has its drawbacks. In textbooks, ethnicities are introduced only to the extent of defining and expressing a few characteristics; while this issue needs to be addressed more. The constitution of Islamic Republic of Iran allows the use of the mother tongue to teach literature, but in schools, due to problems, inadequate attention has been paid to this law. Also in the educational system, special attention should be paid to multicultural education.

Keywords: Culture, Nationality, Education, Curriculum, Higher Education

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[1]. Faculty Member Of Humanities And Social Sciences Departments, Shahid Beheshti Campus, Farhangian Universy

[2] .Master Degree Student of Chemistry Teaching, Shahid Beheshti Campus of Farhangian university

Reasonable Life and Dimensions of Rational Education from Mohammad Taghi Jafari's Perspective

Abdolsaeed Mohammad Shafiee[1], Ali Najjarpoorian[2]

Abstract

This analytical and descriptive research examined the concept of reasonable life from Allameh Jafari's perspective and rational education in this concept. In the circles of Islamic thinkers, reason has long been mentioned as the source of inference, the power of understanding, the agent and judge. Also, the nature of human education is known to be his rationality. So, if rationality is taken away from him, his humanity will collapse and his educational role will disappear. Education is one of the most basic needs of human life. It is in the light of proper education that man, as a goal-oriented and thoughtful being, achieves his goals and ideals and conquers the lofty peak of his desired happiness. In fact, education provides the grounds and factors to actualize and flourish human talents in the desired direction. Collection of Allameh Jafari's works, opinions and thoughts in the field of rational life and rational education, and a library-research were used to collect data. Allameh considers intellectual education to be the cultivation of human thinking power to move from ordinary life to rational life. Accordingly, the ultimate goal of intellectual education is the worship and service of God.

Keywords: Reasonable Life, Thinking and Rationality, Rational Education, Allameh Jafari

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[1]. Department of Educational Science, Nasibeh Campus, Farhangian University, Tehran, Iran
[2]. Theology Department of Farhangian University