Content Element in the Curriculum Implemented in the Undergraduate Course in Primary Education of Teacher Training University from the Perspective of Lifelong Learning Approach

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Extended Abstract

Introduction

Teachers are considered as one of the main components of the education system; hence, not only they need to be in tune with the changes in the society, but they also need to be transformative. In this regard, as the lifelong learners, teachers need to constantly improve their professional knowledge and capacities and create the necessary changes and competencies in order to survive dynamically. Accordingly, educating teachers as the lifelong learners should be considered as one of the educational policies in Teacher Training University. Therefore, the lifelong learning approach should be involved in the curriculum development of Teacher Training University. Given that one of the role-playing elements in the curriculum is the element of content, we should focus on this key and fundamental issue in the curriculum compiling and designing.

Purpose

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In this study, researchers sought to assess the current status of the curriculum implemented in the undergraduate course of elementary education (for Teacher Training University), which has been implemented in this university since 2016. In the mentioned curriculum, the content implemented in all courses of this major was considered in the assessment of current status.

Method

The study was an applied research and a descriptive-survey in terms of purpose and method of data collection, respectively. The statistical population of the study included all professors of the Department of Educational Sciences, Teacher Training University, campuses of Isfahan province; a total of 242 people. Using the stratified sampling method and based on the results of Krejcie and Morgan table, 145 professors were selected as the statistical sample. After distributing tools among the professors, 103 questionnaires were used in the statistical analysis. The measurement tool in this study was a researcher-made questionnaire based on the interview data. One-sample t-test and analysis of variance were used to analyze the collected data.

Results

The results of one-sample t-test indicated that the current status of the content and its organization in the curriculum were relatively desirable from the professors' point of view. According to the results, the existing curriculum of Teacher Training University, as one of the basic components in the development of lifelong learner, was in an optimal status in terms of strengthening research skills, learning-oriented and problem-oriented activities in the content.

Discussion

The relatively optimal status of the elementary school curriculum content in terms of lifelong learning approach was due to the focus on

the curriculum of Teacher Training University. The lifelong learning approach requires decentralized curricula to provide the necessary facilities and conditions to address the merits of lifelong learning. In recent years, the direction of Teacher Training University curriculum has been to the research- based one and serious attention has been paid to teaching teacher-centered researches in the curriculum. Most courses are theoretical-practical and practical based, which represents the learner-centered and problem-oriented training in the internship courses. And this indicates the optimal status of the content in these three indicators of research-oriented, problem-oriented and learner-centered based on the lifelong learning approach. In addition to having the general characteristics that are considered for this element in all curricula, the content of Teacher Training University curriculum should be flexible, motivating and activity-oriented in a lifelong learning approach. Integration of opinion and action, teaching citizenship skills, problem solving methods, use of technologies in the content, attention to cultural values and continuous social developments, strengthening general English language skills and developing thinking and theorizing skills are among the special turning points in the curriculum content based on the lifelong learning approach.

Keywords: Assessment, Content, Curriculum, Lifelong Learning, Farhangian University.

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Identify Professional Competencies of Preschool Teachers for Curriculum Planning

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Extended abstract

Introduction

The educators' right perceptions of curriculum development processes and influent factors on that, is very important. Most of the experts in the field of pre-school education, for example Mangione & Garcia (2011), Kucukturan (2011), Huntly (2008), focused on the related factors such as learning environment designing, evaluation, teaching, problem solving skills and etc. Almost all of different approaches to curriculum development like technical approach (tyler, showab, Taba), conceptual approach (Goodlad, Johnson) or critical approach thinkers, have highlighted the necessity of these four elements.

Purpose

This study was conducted to identify the professional competencies of preschool educators for curriculum planning process such as setting goals, content preparation, teaching-learning process and evaluation from the perspective of preschool education professionals and educators.

Methodology

This is a descriptive-analytical study that used mixed (qual. + quan.) method. The statistical population of the qualitative section includes

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faculty members and experts in preschool education. The quantitative section includes educators of Ahvaz city during 2017-2018. A total of 12 samples in the qualitative section were selected by purposive and chain sampling methods. And in quantitative section, 180 educators were selected through stratified random sampling. The data were collected through semi-structured interviews and a researcher-made questionnaire which has 48 Items in 4 sub scales.

Results

In qualitative part, 4 main components and 48 indexes were identified. The qualitative findings were coded and categorized based on content analysis. In qualitative results, it was found that educators should be able to breaking main goals to aims and objectives, applying theories and researches results in practice, have technological knowledge for preparation appropriate and selecting credible content, organizing time, use games and new teaching methods, designing environment, observe and analyze children activities. The results of the single-group t-test showed that the educators haven't enough professional competencies and their mean scores was significantly lower than the desired level. There were also significant and positive correlations between all research variables. The least correlations were found between content selection with evaluation and the highest correlation was between needs assessment and teaching - learning patterns.

Discussion

The results of this research are useful for policy makers and decision makers in training educators and also pre-school centers' administrators can use these results for selecting capable educators. Knowing modern ideas such as Reggio Emilia, Waldorf, High Scope, Bank Street, and applying them in practice are very important. Therefore, it is essential for training educators to regard these ideas as critical factors in succeeding education of ore-school children.

Keywords: pre-school education, professional competencies, curriculum development

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Identifying Competencies Components Related to Technology for Intended Curriculum of Primary Education Major based on the TPACK

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Extended Abstract

Introduction

Technology is one of the new phenomena that is rapidly affecting all aspects of modern life, including education. Therefore, in education, this phenomenon should be used more and better to achieve the ideals. Because education is done through curricula, it is necessary that curricula have the necessary efficiency and effectiveness to achieve the ideals. In fact, the development of technology has provided new contexts for curriculum modification so that in the age of technology, technology knowledge can be integrated with content knowledge and pedagogical knowledge and is one of the famous models in this field, is the TPACK pattern. On the other hand, according to the results of research, one of the curricula that needs to be revised in the field knowledge related to technology is the intended curriculum of primary education at teacher training university. Therefore, through the synthesis of the components obtained from valid research articles, in accordance with the topics of some courses related to other types of competencies of the mentioned curriculum, the components of competencies related to technology for the intended curriculum of primary education field of teacher training university can be identified based on TPACK.

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Purpose
The present study purpose was to identify the competencies components related to technology for the intended curriculum of primary education field of teacher training university based on the TPACK.

Methodology
The research method is synthesis research with deductive content analysis. Statistical field of research is related research articles between 2000 to 2020. Method of sampling was purposeful, gradual and continued to point of saturation. The collection tools were fisheries forms that were developed based on the theoretical foundations of the TPACK. The validity of the findings was confirmed by the reliability criterion and the reliability of the findings was obtained by audit method. The qualitative data analysis was performed using deductive categorical system and thematic coding.

Result
From the analysis of the obtained data, the results of the present study were reported as the most important competencies components related to technology for the intended curriculum of primary education field of Farhangian University based on the TPACK. For the competence of technology knowledge, including the components of familiarizing primary student teachers with: hardware; operating system types; software installation and removal; computer troubleshooting; file management; data storage and transmission; computer viruses; Internet; office software; email; graphics software; ethical technology issues; digital media and a variety of websites. For the competence of technology content knowledge including the components of familiarizing primary student teachers with: various forms of content using technology; electronic content resources; electronic content production software; educational technology; simulators; augmented reality; massive open online course; learning management systems; web quest and podcast; various software for designing educational publications and dictionary software and electronic vocabulary pronunciation. For the competence of technology pedagogy knowledge including the components of primary student teachers to use: various forms of content; table and chart using computer software

to enrich learning; a variety of teaching methods based on technology; educational technology; virtual laboratory; augmented reality; e-learning and virtual; learning management systems; mook; animation and computer games; mobile technology; video projector; electronic boards; microsoft software; podcast and web quest in lesson study and Internship. Also, for the competence of the technology pedagogy content knowledge including the components of the ability of primary student teachers to use: different forms of content using technology; technology for preparing supplementary educational pamphlets; microsoft office software; various electronic content production software; learning management systems; translation and pronunciation of electronic words; various software and programs to design a variety of academic achievement tests; various learning management software and systems for virtual evaluation; educational technology; virtual and online teaching laboratory; e-learning; teaching in smart schools; teaching through virtual social networks and mobile technology in study, internship, educational design and workshop courses.

Keywords: Competency components, intended curriculum, primary education, Farhangian University.

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Competency Assessment of Student-Teachers of Persian Language and Literature Education in the Production and Implementation of Academic Exams

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Extended Abstract

Introduction

The difference between the graduates of teacher training university - who will be engaged in education - with other graduates - who will mainly work in other professions - is that it is expected that the graduates of this university have achieved the necessary competence in the "content education knowledge" in addition to specialized, educational, and general sciences, to be able to provide the ground for achieving the goals of education in the country as professional teachers.

Purpose:

The present paper assesses the competence of student-teachers of Persian language and literature education in the field of classification of exams, exam planning, analysis of exams, new methods and tools in assessment, and standardized exams.

Methodology:

For this purpose, a two-group assessment design was employed as the evaluation method. The statistical population of the study included undergraduate student-teachers in the field of Persian language and literature at teacher training university throughout the country, who

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have been admitted in 2015 and 2016. Also, the statistical sample was selected from these student-teachers. The two mentioned entrances had a total number of 694 people. From a sample of 283 people, a written test was performed and finally exam sheets of 263 people were examined and analyzed.

Results:

The analysis of the findings shows that the student-teachers have achieved the necessary competency in four of the five components studied. In such a way that in the three components of test analysis, new methods and tools of assessment and standardized tests are qualified at a moderate level; and in the test classification component at a weak level. They are at a very low level in the test planning component and have not acquired the necessary competence. Therefore, student-teachers have relatively achieved the necessary professional competence in the production and implementation of academic exams.

Discussion:

One of the errors of the studied subject is its mere emphasis on assessment topics and general principles of evaluation, especially the construction of written tests and neglecting specialized issues and topics of Persian language and literature. Because the under study course is in the category of educational-thematic courses and it is necessary that parts of this interdisciplinary course have the trace of assessment in language and literature teaching. In addition to the subjects and assessment materials and in accordance with the specific content of the field, the assessment of the four language skills (reading, listening, writing and speaking) as well as literary knowledge and skills and defining precise criteria for each of them should be considered, and a significant amount of the course should be allocated to them. As a result, this course lacks a variety of practical applications for future teachers of Persian language and literature.

Keywords:
Professional competence of student-teachers, Competence to produce and perform academic exams, Teaching Persian language and literature, teacher training university

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Components of Teachers' Professional Ethics: A Systematic Review Based on Wright's Model

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Extended Abstract

Background: Professional ethic of teachers is an effective factor in regard to the quality of pedagogical service presented by education systems. Meanwhile the recognition of components of professional ethic is of special importance. Therefore, the aim of present research is to analyze the components of teachers' professional ethic.

Method: Approach of the present research is a descriptive type and it utilizes systematic review as its method (2007). In the present study, to analyze the findings, a seven-step model of Wright, Rukavina & Pickering (2007) has been used. The statistical population consists of 623 articles about components of teachers' professional ethic, which have been published in valid scientific magazines between 2000 and 2020. The research sample includes 29 articles, which have been collected systematically and have been chosen by thematic monitoring of data. The data obtained from this study were analyzed through encoding at three levels: open, axial and selective. The research data were collected from the qualitative analysis of the studied documents. To ensure the encoding process, four evaluators were used to re-encode the findings, which was used to confirm the Scott (2012) method. In this study, the level of agreement was obtained 79 between the evaluators.

Findings: Based on data analysis, components of professional ethic of teachers were classified to 4 dimensions and in 14 factors. These

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dimensions include an individual dimension (consists of personality factors, perceptive skills, religious commitment and neatness in terms of one's appearance), organizational dimension (consists of commitment, professional development and communication), social dimension (consists of social values and social relations) and teaching and learning process (consists of observing the educational rules, teaching content, method of teaching, assessment and research).

Conclusion: Teachers bring about an improvement in the educational system by considering components of their professional ethic in individual, organizational, social aspects and also that of teaching and learning process. Meanwhile, paying attention to these components and forming the fundamental principles of ethics of their profession is of utmost importance regarding these factors.

Keywords: components, professional ethics, teachers, systematic review

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Components of Teachers' Professional Ethics: A Systematic Review Based on Wright's Model

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Extended Abstract

Introduction: The world around us is constantly changing leading to changing human needs. Children and adolescents need new knowledge and skills so that they cannot only adapt to the social environment but also influence and live a better life. Schools and curricula must align themselves with these changes, so changing curricula are inevitable. One of the changes in the education system is the addition of the sixth grade to the elementary school. Following the implementation of the national curriculum in the education system, the sixth grade was added to the primary school and its curricula were changed.

Purpose: The main purpose of the article was to evaluate the change in the sixth-grade elementary curriculum. Several models can be used to study educational change. The Fullan model (revised 2007) was used to conduct this study.

Method: To do this research, a mixed-method (explanatory) was used. First, quantitative data were collected and analyzed using a questionnaire. The qualitative data were then obtained and analyzed using interviews and the collected data were used to explain the findings of the qualitative section. The main weight was related to

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quantitative data and qualitative data were used to explain and explain the findings of the quantitative section.

The statistical population of this study was in the quantitative section, all sixth-grade teachers and school principals of Koohrang city, Iran. Due to the limited research community, all individuals were selected. A total of 100 sixth grade teachers and 50 elementary school principals participated in the quantitative research section. In the qualitative section, 14 managers and teachers of this city were selected purposefully. Theoretical saturation was used to determine the sample size.

To collect data in the quantitative section, a questionnaire was provided to teachers and school principals. The validity of the questionnaire was confirmed by 10 specialists in educational sciences. Cronbach's alpha test also showed a high-reliability coefficient of the instrument ($\alpha = 0.94$). A total of 150 questionnaires were collected. To analyze quantitative data, one sample t-test and dependent t-test were used. In the qualitative section, the sixth-grade principals and teachers were interviewed. The qualitative content analysis method was used to analyze the interviews.

Results: The results showed that from the perspective of teachers and principals participating in the research, the level of attention to "curriculum characteristics" is significantly lower than the desired level. Another finding of the study showed that in changing the sixth-grade curriculum, the level of attention to "local characteristics" is lower than the desired level.

Discussion: In general, changes to the curriculum and updating them are necessary, but when designing and implementing educational changes, issues such as need clarity, curriculum complexity, quality and utility of the program, support from the Department of Education to change and implement the program, participating parents and other school factors, the effective role of principals, effective teacher training and accompanying teachers in the process of change should be considered. Otherwise, even the best changes may not lead to significant results in practice.

Extended Abstract

Keywords: curriculum studies, curriculum change, Fullan model, 6th grade

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Dimensions and Components of Change for Teachers' Viewpoints in Entrepreneurial Training: A Qualitative Model

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Extended Abstract

Introduction

Entrepreneurial education is a method of teaching-learning processes that leads to the creation of ideas and value in students in a way that develops the business mindset in them (Book, 2000). Entrepreneurial education depends on changing teachers' attitudes toward teaching-learning processes, and various theories can be used to change insights into cognitive, behavioral, and constructivist dimensions. Several subjects in this field were investigated by the researchers such as the content factors of teachers' professional development (Jafari, Abolghasemi, Ghahremani, Khorasani and Ghobadian, 2018; Jafari, Abolghasemi, Ghahremani, Khorasani and Ghobadian, 2018); phenomenal factors and contextual conditions of learning while teachers work (Nouri, Jafari and Ghorchian, 2017); the change in teachers' professional insights on the (Stirmer, Sider and Chauffeur, 2013); Insight-Based Teaching (Hummers, 2004); the view of teaching from the perspective of teachers (Hummers, 1999). But there is a research gap regarding studies on changing teachers' perspectives on entrepreneurship education, which undoubtedly has a profound effect on students' attitudes toward the world around them and develops their perspective on self-confidence and self-employment (Johnson, Gullivan and Miller, 2018). Therefore, the main goal of the present study is to investigate the dimensions and components of

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changing teachers' insights for the purpose of entrepreneurial education and the model which could be extracted.

Purpose

This study seeks to identify the pattern of changing teachers' insights for the purpose of entrepreneurial education

Methodology

The method of the present study was qualitative phenomenological method. The research environment in the qualitative section including all secondary education experts of Isfahan Education Organization and theoretical sampling method was used to the extent of saturation to 23 responsible experts. The research tool was in-depth (unstructured) interview. The content analysis method was used to analyze the information and the categories were categorized by open, axial and selective coding methods, thus developing a model of teachers' vision change strategies for entrepreneurial teaching.

Results

Entrepreneurial education depends on changing and improving teachers' insights. Based on research findings, dimensions and components of changing teachers' insights with the aim of entrepreneurial education include 7 dimensions (productivity in teaching, educational ethics, professional development, early curriculum efficiency, curriculum, curriculum reflection, future) and 110 items. Changing teachers' perceptions depends on their teaching efficiency. Productivity means efficiency and effectiveness. Efficiency means that teachers should teach as they should and maybe and observe the principles and standards of teaching, and effectiveness means achieving the goals of teaching-learning. The results of research in this regard have been consistent with studies (Bayat, 2014; Norway and the new string mercy, 1397; Barry, 2010; Lepodolski, Kinney and Darling-Hammond, 2019). Productivity in teaching has included three dimensions of scientific productivity, moral productivity and spiritual productivity. Teachers' scientific productivity is related to their scientific ability. According to the research findings, professional growth is another effective dimension in changing teachers' insights for entrepreneurial teaching. One of the

standards of professional teaching is to have insights and basic values to improve the quality of teaching. Curriculum efficiency is another factor in changing teachers' perceptions of entrepreneurial teaching, and it has been dependent on community-based teaching, student-centered teaching, and philosophy-based teaching. Futurism is another factor in changing teachers' perceptions of entrepreneurial teaching. The results of the research have been consistent with these studies: Studies (Shafipour Motlagh, Khadivi and Torabi Nohad, 2016; Santagata and Guarino, 2011; Schleicher, 2012) indicate that today teaching takes place in a world full of change, complexity and It is uncertainty.

Another factor influencing the change in teachers' insights for entrepreneurial teaching is entrepreneurship research. The results of the research have been consistent with some studies (Sarkarani, 2008; Mousavi Deh Mordi, Valavi and Hashemi, 2016; Hamrens, 2014; Wolff, Jarudzka, Wenden Bogert and Bushyuzen, 2016; Shahril, 2018, Pantone Herrera, 2018) showing that teachers' concern should be challenging students in the teaching process. Hence, by using entrepreneurship research, most teachers are improved for entrepreneurial education. Course research consists of three dimensions: group lesson design, group lesson implementation, and group lesson evaluation. Research course is a process in which teachers try to identify their teaching weaknesses and to improve and strengthen their teaching in various dimensions, including the plan. Lesson to review and how to value, review them.

Discussion

Entrepreneurial education depends on changing and improving teachers' insights. With the increasing change of teachers and the implementation of entrepreneurial education, students' vision, attitude and ability developed to the point that when they graduate from school, they can start a business for themselves and apply what they have learned to start a business practically. However, apart from creating an entrepreneurial mentality in students, education prevents them from starting a business for themselves after graduation.

Keywords: changing teachers' insights, entrepreneurial education, lesson research, future research

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