

A Paradigmatic Model of Knowledge-based Curriculum Centered on Moral Excellence in Higher Education

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Abstract

Essence of curriculum is the basis for the formation of the most important process of the university system, i.e. learning; Higher education curricula are one of the main subsystems of higher education. The current research was conducted with the aim of providing a paradigmatic model of knowledge-based curriculum centered on moral excellence in the higher education system. The current research method is cross-sectional in terms of time frame; applied in terms of purpose; and grounded theory in terms of a qualitative method. The statistical population included experts who had information in the subject area of the study, including university professors and university presidents. The purposive sampling continued until reaching theoretical saturation, which finally included 10 individuals. In this research, a structured interview was used to collect data in the qualitative part, the validity of the research was secured via member checking and the reliability was confirmed through intra-subject agreement method. The findings of the research yielded 124 open codes, 33 axial codes, and 5 selective codes. The main result is that the training of the moral citizen who is both dynamic and entrepreneurial and also, meets the ethical standards.

Keywords: curriculum design, knowledge base, moral excellence, higher education

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