

Content analysis of educational guidance in terms of science books Attention to environmental problems¹

M. Ghaffari², B. Shaikhabasy³

Abstract

Content analysis of the experimental study of the books in terms of educational guidance is given to environmental issues components in order to determine how environmental issues have been developed. Methods used to analyze the content and Entropy Shannon and Analysis Unit of the pages (text, content, questions and exercises, and imagery) in a total of 523 pages of the books of guidance formed the experimental period. This study uses content analysis tools, checklist, which has four main components of water, air, soil and noise and 55 sub-component, Evaluated the content validity confirmed by the profile and credibility coefficient (reliability) of the 0/90 is estimated. Findings showed that experimental science books of educational guidance is given to reduce environmental problems. The third book of the experimental sciences and the least attention to the educational guidance of the experimental sciences, In the course of experimental science books and educational guidance in the field of environmental problems, More attention to the issue of soil and the least attention to the problems of noise and The most important factor associated with soil components ($w_j=0/275$) And the least important factor component is sound ($w_j=0/199$).

Key words: content analysis, environment, environmental issues, Shannon entropy.

¹ -Master's thesis paper from the field of educational planning.

² -Assistant Professor Department of Educational Sciences Islamic Azad University of Chalous

³ -MA curriculum, Islamic Azad University of Chalous

The effect of teaching informational literacy on the educational performance of MA students' of educational sciences, counseling, and psychology at Islamic Azad University, Roudehen Branch in educational year 1389-1390 (2010-2011)

P.Banisi¹, A.Jokar²

Abstract

The present article is aimed at examining the potential effect of informational literacy on the educational performance of MA students' of educational sciences, counseling, and psychology at Islamic Azad University, Roudehen Branch. The research methodology was descriptive and of scientific-comparative type. Data collection was accomplished through field methods by using researcher-made questionnaires. The questionnaires were confirmed and validated by experts and experienced researchers and its Cronbach's alpha reliability index was estimated to be .79 in a sample containing 30 respondents. The main sample of the study consisted of 253 MA candidates in educational year 1389-1390 (2010-2011). Their views of the research topic were collected and investigated. After considering the related literatures, three components of informational literacy were recognized as finding information, using information, and motivation. Through employing regression models and correlational analysis, the relationship between teaching informational literacy and educational performance was determined. The results suggest that there is no significant difference between students of various academic disciplines in terms of their informational literacy.

Keywords: informational literacy teaching, educational performance, Roudehen University

¹ Assistant professor, Department of Educational Sciences, Roudehen Branch, Islamic Azad University, Roudehen, Iran

² MA candidate, Department of Educational Sciences, Roudehen Branch, Islamic Azad University, Roudehen, Iran

Studying the amount of family health training in Farsi books of primary school grade

F. HosseinzadehDogolsar¹, H.Mashayekhi², A.Larijani³

Abstract

The bases of children mental growth and social behavior are set in first years of childhood. Therefore in primary school textbooks, family health should be focused because of its high importance. The purpose of current study is studying how to present various kinds of family health in textbooks. The mentioned questions are as follows:

* How much do the primary school textbooks contexts paid attention to family health elements (physical, environmental, mental)?

The context of the texts and the applied pictures in textbooks of Farsi books from grade one to five have been studied quantitatively by using text analysis technique in this study.

Here 3 elements of all kinds of health in family include: physical health, environmental health, mental health.

In this study checklist has been used by applying elements classifying and descriptive statistics like frequency and percentage and concept analyzing have been used based on frequency, data and units.

The statistical society of the research includes all Farsi books (grade one to five) of elementary school. In each educational grade in elementary school, there are two Farsi books by the name of "let's read" and "let's write ", so that in current study eight books were analyzed totally. In most educational grades, Farsi books are the same in size and the names of the chapters, though there are different in contexts of each grade.

Keywords: context analysis, family health, Farsi books of primary school grade

¹MA candidate, Department of educational sciences, Tonekabon Branch, Islamic Azad University, Tonekabon, Iran.fatemeh.hossinzad@yahoo.com

² Assistant professor, Department of educational sciences, Tonekabon Branch, Islamic Azad University, Tonekabon, Iran. mashayekhihabib@yahoo.com

³Faculty member, Department of Persian Language and Literature, Tonekabon Branch, Islamic Azad University, Tonekabon, Iran.a.larijani@toniau.ac.ir

The effective ways to increase students' interest in study and research in elementary schools

S.Gholizadeh¹, E.Masoudi², S. Azedolmolki³

Abstract

The present study sought to offer effective ways for increasing students interest in studying and researching among grades four and five elementary school students. The research population were students, teachers and principals of grades four and five who are studying and working in Karaj county schools affiliated with district four of the State Office of Education during the educational year 1389-1390 (2010-2011). After the initial sampling by using Morgan's table, 922 individuals were recruited (students= 736, teachers= 128, and principals= 128). They were collected via random-clustered sampling. Three kinds of questionnaire were utilized for data collection: students' package, teachers' package, and principals' package. The analyses revealed that there is a significant correlation between the degree of interest in study and research on one hand and attending school libraries on the other. Also, the correlation between the number of school hours related to studying and researching, and encouraging students is meaningful. There is also a significant correlation between variables like holding scientific-cultural competitions and commending students for top performances with students' motivation to study and do research. Therefore, recognizing the effective ways of encouraging students to study and research can be one of the important factors in their educational advancement in elementary schools.

Keywords: interest in study and research, encouragement, correlation

¹MA candidate, Department of Curriculum Planning, South Tehran Branch, Islamic Azad University, Tehran, Iran. gholizadeh1351@ gmail.com

²Faculty member, South Tehran Branch, Islamic Azad University, Tehran, Iran.

³Faculty member, South Tehran Branch, Islamic Azad University, Tehran, Iran.

Determining Gunning readability indexes HedyehayeAsemani books used in grades four and five of Iranian elementary schools

A. Shekari¹, Z. Najaryan²

Abstract

This study sought to achieve the readability of HedyehayeAsemani books used in grades four and five of elementary schools, and also to examine the different readability of grade four and grade five books regarding their respective suitability for students' age, level and reading ability. The employed research methodology was based on content analysis and on Gunning readability indexes. The grade four book contained 23 lessons in 80 pages and the grade five book consisted of 23 lessons in 103 pages. The results suggest that there is a significant difference between the first and second parts of grade four book with its third part concerning their readability, and all the three parts are beyond the students' ability level. Moreover, a meaningful difference was observed between the readability of parts one and parts two and three of the grade five book, while these two parts extend beyond grade five students' level of ability. Therefore, none of the books are appropriate for the specific age and knowledge level of students and are difficult in terms of their readability.

Keywords: content analysis, readability, Gunning formula, HedyehayeAsemani books, elementary school

¹Faculty member, department of Educational Sciences, Kashan University, Kashan, Iran.
abbasshekari45@gmail.com

²MA in educational Psychology, Department of Educational Sciences, Kashan University, Kashan, Iran. najaryan8261@yahoo.com

Comparison of the Effect of Hidden Curriculum in Middle School Student's art Lesson Learning of Public and Private Schools

E. Kazempour¹, A. Alizadeh Soleymandarabi²

Abstract

The hidden curriculum is implicit transferred values, trends, norms, manners and attitudes to the students. The research is purposed to compare the hidden curriculum effect of the middle school girl student art lesson learning of public and private schools of Rasht city by causal-comparative of ex post facto research method. Research population is all of middle schools girl student art lesson learning of public and private schools that 11403 students of public schools and 1595 students of private schools were studying that by means of Morgan table and cluster random sampling 375 students of public schools and 310 students of private schools have chosen. To data collect, checklist 16 section and questionnaire 56 section in Likert scale was used and took advantage to determine content validity curriculum experts opinion and Cronbach's alpha coefficient ($\alpha=0.80$) to calculate the tools reliability. The results of independent t test represented the effect on middle school girl students art lesson learning of public and private schools of architecture and school building quality, relationship between school teachers and students and their family, art textbook content, have meaningful difference, but the effect of social and administrative structure have meaningless difference.

Keywords: Hidden Curriculum, Art, Middle School, Public Schools, Private Schools.

¹ . Assistant professor. Islamic Azad University. Tonekabon Branch. Corresponding author: Kazempour.edu@gmail.com

² . M.A Educational management, IAU. Tonekabon Branch.

Examining the effect of metacognitive instruction on students' math learning in comparison with the traditional math teaching method at grade one junior high school in educational district five of Tehran

M. MirmoftakhariMahkhahFard¹, A. ZamaniMoghaddam², A. Jamali³

Abstract

The aim of this study was to examine the impact of metacognitive instruction on students' math learning in comparison with the traditional math teaching method at grade one junior high school. To this end, students' awareness of their pre-learned math knowledge, self-regulated learning, monitoring and control of learning, and their planning for learning were investigated. This study followed an experimental design (with pre-test, post-test, and a control group). The population included grade one female students studying at junior high schools in education district five of Tehran. The study sample was drawn randomly and then divided into experimental and control groups, each containing 15 students. A math achievement test and a questionnaire served as the data collection instrument. Test-retest method was used to ensure the validity and reliability of the instruments, which yielded a Pearson index of .72 between the two administrations. Descriptive statistics such as frequency, percentage and mean were used for describing the data. Analysis of variance and t-test were also conducted to compare the results of the groups. The findings of the study indicate that planning, self-regulation and monitoring in the experimental group developed greater than those of the control group. The results suggest that metacognitive instruction can lead to an increase in students' overall metacognitive score.

Keywords: metacognitive instruction, self-regulation, monitoring, planning

¹ MA in educational management

² Faculty member, Science and Research Branch, Islamic Azad University, Tehran, Iran

³ Faculty member, Science and Research Branch, Islamic Azad University, Tehran, Iran