



Designing a Curriculum Pattern of Education based on Non-Digital Game with a High-Scope Approach for Student Teachers of Farhangian University

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Abstract

Purpose: Considering the growing use of digital and non-digital games, the purpose of this study was designing a curriculum pattern of education based on non-digital game with a high-scope approach for student teachers.

Methodology: The present study in terms of purpose was applied, in terms of time was cross-sectional and in terms of implementation method was qualitative. The study population was the experts and specialists of curriculum and educational games, which according to the principle of theoretical saturation number of 14 people of them with the purposive sampling method were selected as a sample. Data were collected by semi-structured interview and analyzed by coding analysis method in MAXQDA software.

Findings: The findings showed that the curriculum pattern of education based on non-digital game with a high-scope approach for student teachers had 79 concepts, 24 subcategories and 11 categories. In this pattern, for curriculum goals were identified 28 concepts, 9 subcategories and 4 categories including child's mental development (with 2 subcategories of improving cognitive skills and mental development), improving child's social and emotional skills (with 2 subcategories of emotional skills and personality and social skills), Improving motivation and readiness (with 2 subcategories of child preparation and child activity) and child's spiritual and cultural development (with 3 subcategories of spiritual growth, cultural growth and general growth and development), for curriculum content were identified 23 concepts, 6 subcategories and 3 categories including cognitive education (with 2 subcategories of academic education and mental skills), social and artistic subjects (with 2 subcategories of social skills and artistic education) and general education and development (with 2 subcategories of general subjects and physical growth), for curriculum teaching and learning methods were identified 18 concepts 5 subcategories and 2 categories including group and active methods (with 3 subcategories of education through games, group education and active methods) and individual and direct methods (with 2 subcategories of artistic method and cognitive method) and for curriculum evaluation were identified 10 concepts, 4 subcategories and 2 categories including passive methods (with 2 subcategories of observation and written methods) and active methods (with 2 subcategories of functional methods and group methods).

Conclusion: The results of this study about the curriculum pattern of education based on non-digital game with a high-scope approach for student teachers can be used by curriculum experts and planners of Farhangian University to improve the game-based curriculum.



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Detailed abstract

Purpose: One of the most important elements of any educational system is the curriculum of that educational system, which shows the level of progress and response of the educational system to changes and transformations in the environment. This program, while drawing how and limits of knowledge and skills transfer, expresses the educational philosophy and goals or the scientific policies of the educational system. The curriculum has a decisive and undeniable role in the realization of educational goals and missions, and there are different opinions about curriculum elements, but the four elements that are approved by many experts include goals, content, teaching and learning methods, and evaluation. The curriculum design is an activity that deals with identifying curriculum elements and deciding how to communicate between them. To design a curriculum, designers must first identify the effective factors on the curriculum and then determine the impact of each on the curriculum elements so that they can design a more effective and desirable curriculum. Game is one of the curriculum strategies to acquire knowledge and skills and change attitude. The game makes people express their feelings and relationships and express threatening experiences, thoughts, feelings and desires. The curriculum based on game is one of the basic requirements of the education process, which guides the teaching and learning processes appropriately and optimally. The game is an enjoyable activity that is very attractive and using them can lead to increased motivation and better learning of learners. The game is one of the main factors of cognitive development and one of the most available obvious ways of thinking, and people in the form of a game get to know and master the realities by understanding the realities and controlling and managing skills and interacting with the environment. In the 21st century, games based on educational technology have somehow become an attractive educational and training design, but there are many discussions about how games can improve education and how they can be used to teach concepts and skills, few scientific researches done in this field. Although the use of digital games has many benefits, there are issues such as the lack of knowledge and skills of students and teachers, cognitive issues related to learners, lack of pedagogical community, lack of usable games, high cost of production and access to it, and the lack of acceptance of these games by higher level of learners due to being unsuitable for lessons and learning suggest that non-digital games can also be suitable for education. One of the approaches in education based on game is the high-scope approach, which based on people achieve progress and success when they are in a supportive environment. This environment helps them to focus on their interests and initiatives, test their ideas, discuss about their activities and solve problems in a way that suits their circumstances. The high-scope approach is one of the most desirable and effective approaches for education due to having a solid scientific and theoretical framework and targeted and positive training, acquiring a creative mental habit, using an active method in education, child-centered and learner-centered attitude, effectiveness in teaching and acquiring basic skills, and using game-oriented methods and paying attention to physical health and the spirit of children, systematic planning for people with special needs, employing efficient trainers with specialized and professional qualifications, coordinating programs with the characteristics and paying attention to the all-round development of people, having flexibility and executive ability in a decentralized manner and providing a clear and specific description of all curriculum elements. Considering the growing use of digital and non-digital games, the purpose of this study was designing a curriculum pattern of education based on non-digital game with a high-scope approach for student teachers.

Method: The present study in terms of purpose was applied, in terms of time was cross-sectional and in terms of implementation method was qualitative. The study population was the experts and specialists of curriculum and educational games, which according to the principle of theoretical saturation number of 14 people of them with the purposive sampling method were selected as a sample. This research purposefully was used from participants who were education specialists and university faculty members in the fields of curriculum and educational games.

In fact, those who were selected as samples had the most information in the field of education based on game with a high-scope approach, and the sampling continued until the research reached saturation. The data saturation means that sampling continues until the researcher concludes that participants are no longer providing new information. Data were collected by semi-structured interview and analyzed by coding analysis method in MAXQDA software.

Findings: The findings showed that the curriculum pattern of education based on non-digital game with a high-scope approach for student teachers had 79 concepts, 24 subcategories and 11 categories. In this pattern, for curriculum goals were identified 28 concepts, 9 subcategories and 4 categories including child's mental development (with 2 subcategories of improving cognitive skills and mental development), improving child's social and emotional skills (with 2 subcategories of emotional skills and personality and social skills), Improving motivation and readiness (with 2 subcategories of child preparation and child activity) and child's spiritual and cultural development (with 3 subcategories of spiritual growth, cultural growth and general growth and development), for curriculum content were identified 23 concepts, 6 subcategories and 3 categories including cognitive education (with 2 subcategories of academic education and mental skills), social and artistic subjects (with 2 subcategories of social skills and artistic education) and general education and development (with 2 subcategories of general subjects and physical growth), for curriculum teaching and learning methods were identified 18 concepts 5 subcategories and 2 categories including group and active methods (with 3 subcategories of education through games, group education and active methods) and individual and direct methods (with 2 subcategories of artistic method and cognitive method) and for curriculum evaluation were identified 10 concepts, 4 subcategories and 2 categories including passive methods (with 2 subcategories of observation and written methods) and active methods (with 2 subcategories of functional methods and group methods).

Conclusion: The results of this study about the curriculum pattern of education based on non-digital game with a high-scope approach for student teachers can be used by curriculum experts and planners of Farhangian University to improve the game-based curriculum