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Identifying the Dimensions and Components of the Heutagogical Curriculum of the Secondary High School

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Research Paper	Abstract

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Purpose: Curriculum plays an important role in the success of educational systems. Therefore, the current research was conducted with the aim of identifying the dimensions and components of the heutagogical curriculum of the secondary high school.

Methodology: The present study in terms of purpose was applied and in terms of implementation method was qualitative from type of exploratory. The population of this research was articles related to the research field in the years 2019 to 2023 and experts familiar with the research field and having PhD degrees in the fields of curriculum planning and educational psychology, which numbered of 9 articles and 6 experts were selected according to the principle of theoretical saturation and with targeted and snowball sampling methods. The data was collected by taking notes from articles and semi-structured interviews with experts, which whose content validity was calculated by 5 experts 0.995 and its reliability was calculated by Cohen's kappa coefficient 0.979, and to analyze the data were used from thematic analysis.

Findings: The findings from taking notes from articles and semi-structured interviews with experts showed that for the heutagogical curriculum of the secondary high school in the comprehensive theme of the flexibility were identified 8 basic themes in 3 organizing themes including the flexibility in goals, flexibility in programs and flexibility in management, in the comprehensive theme of the goal were identified 8 basic themes in 2 organizing themes including the heutagogical goal setting platform and comprehensiveness in goal setting, in the comprehensive theme of the content were identified 16 basic themes in 4 organizing themes including the extent of, content production, applied content and skill content, in the comprehensive theme of the learner were identified 15 basic themes in the 4 organizing themes including the self-determining recipient, creative cooperative, learner agency and internal motivation, in the comprehensive theme of the facilitation were identified 24 basic themes in 5 organizing themes including the heutagogical class, heutagogical teachers skills, authentic teaching, creating opportunities for students and teaching of heutagogical skills, in the comprehensive theme of educational technology were identified 12 basic themes in 3 organizing themes including the technological class, technological educational tools and social networks, in the comprehensive theme of thinking were identified 8 basic themes in 3 organizing themes including the systemic thinking, critical thinking and group thinking and in the comprehensive theme of evaluation were identified 19 basic themes in 4 organizing themes including the heutagogical assessment, teacher's role in assessment, student's role in assessment and choice in assessment.

Conclusion: According to the identified themes from taking notes from articles and semi-structured interviews with experts for the heutagogical curriculum of the secondary high school, to improve the heutagogical curriculum must prepare the ground for the realization of the identified themes.

Detailed abstract

Purpose: Curriculum plays an important role in the success of educational systems. Therefore, the current research was conducted with the aim of identifying the dimensions and components of the heutagogical curriculum of the secondary high school.

Methodology: The present study in terms of purpose was applied and in terms of implementation method was qualitative from type of exploratory. The population of this research was articles related to the research field in the years 2019 to 2023 and experts familiar with the research field and having PhD degrees in the fields of curriculum planning and educational psychology, which numbered of 9 articles and 6 experts were selected according to the principle of theoretical saturation and with targeted and snowball sampling methods. The data was collected by taking notes from articles and semi-structured interviews with experts, which whose content validity was calculated by 5 experts 0.995 and its reliability was calculated by Cohen's kappa coefficient 0.979, and to analyze the data were used from thematic analysis.

Findings: The findings from taking notes from articles and semi-structured interviews with experts showed that for the heutagogical curriculum of the secondary high school in the comprehensive theme of the flexibility were identified 8 basic themes in 3 organizing themes including the flexibility in goals (with 2 basic themes of training a flexible mind and expanding mental capacities), flexibility in programs (with 3 basic themes of non-linear planning, diversity in planning and flexibility in program implementation) and flexibility in management (with 3 basic themes of open attitude of the educational system, fluidity in classroom administration and knowledge creation in the classroom), in the comprehensive theme of the goal were identified 8 basic themes in 2 organizing themes including the heutagogical goal setting platform (with 3 basic themes of attention to developments in goal setting, goal setting with regard to the unknowns of the future and formation of new educational structures) and comprehensiveness in goal setting (with 5 basic themes of comprehensive goal setting, unique goal setting, learning goal setting of learning method, group thinking goal setting and new knowledge in goal setting), in the comprehensive theme of the content were identified 16 basic themes in 4 organizing themes including the extent of content (with 3 basic themes of content diversity, scientific search for content and beyond the book), content production (with 5 basic themes of teacher and student shared content production, learner content of production, production content group, learning methods of content production and monitoring on content production), applied content (with 5 basic themes of scientific content, special content for writing skills, content based on internship, stimulating learning conversations and ability to operationalize of content) and skill content (with 3 basic themes of content of life-social skills, content of communication-cultural skills and content of professional skills), in the comprehensive theme of the learner were identified 15 basic themes in the 4 organizing themes including the self-determining recipient (with 4 basic themes of selective learner, questioning learner, searching learner and the planning learner), creative cooperative participation (with 3 basic themes of cooperation in learning, collaborative creativity and team activities), learner agency (with 6 basic themes of self-development, design of learning activities, uniqueness of learner, non-linear learning, deep learning and application of skills) and internal motivation (with 2 basic themes of innate desire to learning and application of learning), in the comprehensive theme of the facilitation were identified 24 basic themes in 5 organizing themes including the heutagogical class (with 3 basic themes of constructivist class, challenging class and active class), heutagogical teachers skills (with 7 basic themes of facilitation skills, skills in various teaching methods, electronic skills for teaching , social skills, teacher's ability to learn, having of critical thinking and teacher's systemic thinking), authentic teaching (with 4 basic themes of observation in the real environment, practical teaching in the classroom, student participation and discussion about production learning content), creating opportunities for students (with 7 basic theme of self-determination opportunity, giving creative opportunity, creating academic engagement,

creating deep understanding, creating inner motivation, creating atmosphere of cooperation and paying attention to the approximate area of growth) and teaching of heutagogical skills (with 3 basic themes of teaching problem solving, teaching to students and teaching of learning design skills), in the comprehensive theme of educational technology were identified 12 basic themes in 3 organizing themes including the technological class (with 5 basic themes of digital learning, digital teaching, digital library, design and production of digital content and educational technologist learner), technological educational tools (with 3 basic themes of web educational tools, cloud space and mobile technology) and social networks (with 4 basic themes of learning interaction through media, broad and open learning community, integration of social media and curriculum and media mediation), in the comprehensive theme of thinking were identified 8 basic themes in 3 organizing themes including the systemic thinking (with 4 basic themes of strengthening of systemic thinking, foresight, understanding the complexities and learning to understand the relationships between phenomena), critical thinking (with 2 basic themes of learning of analysis and critical interpretation and critical criticism and evaluation) and group thinking (with 2 basic themes of thoughtful search and cooperation in thinking) and in the comprehensive theme of evaluation were identified 19 basic themes in 4 organizing themes including the heutagogical assessment (with 9 basic themes of flexible assessment, negotiation assessment, authentic assessment, continuous assessment, dialectical assessment, peer assessment, social assessment, action-oriented assessment and parent assessment), teacher's role in assessment (with 3 basic themes of reviewing of programs, providing the feedback and various evaluations according to the goals), student's role in assessment (with 4 basic themes of student's continuous self-evaluation, learning from mistakes, metacognition in assessment and student's participation in assessment) and choice in assessment (with 3 basic themes of teacher independence, student independence and assessment contracts).

Conclusion: According to the identified themes from taking notes from articles and semi-structured interviews with experts for the heutagogical curriculum of the secondary high school, to improve the heutagogical curriculum must prepare the ground for the realization of the identified themes.