



Sociology of Education

Comparing the Process of Training, Learning and Evaluating in the Iran's National Curriculum with Curriculum Theories

Mahvash Tofan¹, Hossein Fakoori^{2*}, Ali Asghar Bayani³, Hassan Saemi⁴

1. PhD student, Department of Educational Sciences, Azadshahr Branch, Islamic Azad University, Azadshahr, Iran.
2. Assistant Professor, Department of Educational Sciences, Azadshahr Branch, Islamic Azad University, Azadshahr, Iran (corresponding author).
3. Associate Professor, Department of Educational Sciences, Azadshahr Branch, Islamic Azad University, Azadshahr, Iran.
4. Assistant Professor, Department of Educational Sciences, Azadshahr Branch, Islamic Azad University, Azadshahr, Iran.

❖ **Corresponding Author Email:** dr_h_fakoori@yahoo.com

Research Paper

Abstract

Receive: 2022/10/03
Accept: 2023/01/05
Published: 2023/02/20

Keywords:

Training Process, Learning Process, Evaluating Process, National Curriculum, Curriculum Theories

Article Cite:

Tofan M, Fakoori H, Bayani AA, Saemi H. (2022). Comparing the Process of Training, Learning and Evaluating in the Iran's National Curriculum with Curriculum Theories, **Sociology of Education**. 8(2): 334-343.

Purpose: Curriculum in any country is the center of educational activities, and considering the differences in the curriculum, the purpose of this study was comparing the process of training, learning and evaluating in the Iran's national curriculum with curriculum theories.

Methodology: This study in terms of purpose was applied and in terms of execution method was comparative. In this study, the research population was all curriculum documents and related theories in this field, which its example was Iran's national curriculum document and the made criticisms in this field and curriculum theories experts, which they were compared in terms of the process of training, learning and evaluating. The recorded data from document and criticisms and interviews with experts about the process of training, learning and evaluating were compared in the Iran's national curriculum with curriculum theories. In this study, validity was confirmed by triangulation method and reliability was obtained by Cohen's kappa coefficient method 61.8 percent.

Findings: The findings showed that the Iran's national curriculum in addition to differences with curriculum theories in terms of the training process, considers training as a basis for innate tendencies expressing, recognizing the success of the learner and continuously improving it and influencing the students' perspective in relation to themselves, God, others and creatures, in terms of the learning process, considers learning as a result of creative interaction, purposeful, active learner and diverse environment, and in terms of the evaluating process, considers evaluating as a clear and comprehensive picture of the current situation, specifying the student's distance with the next situations and its modification, according to the student's capacities and needs, basic for selectivity and self-management, basic for student's continuous growth with an emphasis on self-evaluating, use of other evaluating methods, improvement of the student's position and attention to learning deficiencies while maintaining human dignity as an opportunity to reform and improve the educational system.

Conclusion: The Iran's national curriculum while paying attention to the characteristics of curriculum theories, should be re-designed on the basis of the country's social and cultural system and in line with the realization of the main ideal, that is closeness to God and a virtuous life.



<https://doi.org/10.22034/ijes.2021.541983.1185>



<https://dorl.net/dor/20.1001.1.23221445.1401.15.1.1.1>



Creative Commons: CC BY 4.0

Extended Abstract

Purpose: The today's societies according to the process of globalization and educational, social and technological changes and transformations have new needs that require their educational systems to be adapted to them and updated. In any society, educational systems are one of the most important platforms and social arenas for the flourishing of individual and social talents and capabilities, which causes fundamental changes and transformations in various aspects of people's lives. Today's world is facing many changes and transformations, and the educational system can be successful if it aligns itself with the changes and transformations and always takes steps towards its improvement. One of the ways to realize this important is designing a good curriculum and its continuous improvement. The concept of curriculum refers to formal and informal content, overt and hidden methods and training, and a combination of elements with a scientific and practical structure that helps better learning and aims to prepare and empower learners to continue life. The goal of every curriculum is to provide a suitable platform for education, learning and participation of learners and to involve them in education and to make maximum use of science and knowledge and to acquire skills. In the other words, the curriculum is one of the main pillars of the educational system, which has a great role and impact on the performance of students, and in addition to the formal process, it also includes the informal process. This program has multiple functions and seeks to fulfill the goals and expectations of the educational system through overt and hidden programs and activities. Curriculum design is considered one of the most basic topics in the curriculum and oversees the determination of resources, identification of the constituent elements of the program and type of decisions that are made about each of them. This design should be such that by creating a dynamic learning environment provided the ground for the growth and prosperity of learners and shaping their identity. In fact, curriculum as the heart of educational systems has an effective and decisive role in the success and failure of educational systems and programs and is one of the most important and challenging topics of human knowledge that provides the basis for the development and expansion of study and research in the field of curriculum. Due to the rapid changes and transformations of societies, its educational and curriculum system is constantly changing and must growth and prosperity people who, instead of retaining and storing information, have the ability to classify, analyze, combine and evaluate information, communication skills, problem solving skills, discussion and negotiation skills, management skills, technological skills and other skills so that they can adapt themselves to changes and transformations. One of the missions of the education system in any society is to provide the necessary platforms for the comprehensive growth and prosperity of the learners, and by studying the upper documents such as the national curriculum and document on the fundamental transformation of education as a comprehensive plan of learning, it can be seen that due to the multidimensional nature of the spiritual, psychological, mental, moral and social of students, these documents can be effective in the field of growth and prosperity. In the education system of Iran, the school curriculum or the Iran's national curriculum is one of the most basic sources and references for the education and learning of students, and most of the activities are carried out within the framework of the curriculum; So that the teacher, with knowing about it can be successful in implement the curriculum of his/her teaching area with conscious participation and cooperation. Today, the role of educational systems in the establishment of a modern and advanced society is not hidden from anyone, and in order to achieve this goal, efforts must be made to educate active and responsible people on the one hand, and to try to solve cultural, social, and economic issues and problems and to help promote Science and expanding the boundaries of science on the other hand, is on the agenda of most educational systems in the world. Curriculum in any country is the center of educational activities, and considering the differences in the curriculum, the purpose of this study was comparing the process of training, learning and evaluating in the Iran's national curriculum with curriculum theories.

Methodology: This study in terms of purpose was applied and in terms of execution method was comparative. In this study, the research population was all curriculum documents and related theories in this field, which its example was Iran's national curriculum document and the made criticisms in this field (10 case) and curriculum theories experts (6 people), which they were compared in terms of the process of training, learning and evaluating. The recorded data from document and criticisms and interviews with experts about the process of training, learning and evaluating were compared in the Iran's national curriculum with curriculum theories. In this study, validity was confirmed by triangulation method and reliability was obtained by Cohen's kappa coefficient method 61.8 percent.

Findings: The findings showed that the Iran's national curriculum in addition to differences with curriculum theories in terms of the training process, considers training as a basis for innate tendencies expressing, recognizing the success of the learner and continuously improving it and influencing the students' perspective in relation to themselves, God, others and creatures, in terms of the learning process, considers learning as a result of creative interaction, purposeful, active learner and diverse environment, and in terms of the evaluating process, considers evaluating as a clear and comprehensive picture of the current situation, specifying the student's distance with the next situations and its modification, according to the student's capacities and needs, basic for selectivity and self-management, basic for student's continuous growth with an emphasis on self-evaluating, use of other evaluating methods, improvement of the student's position and attention to learning deficiencies while maintaining human dignity as an opportunity to reform and improve the educational system.

Conclusion: The results of this study indicated differences in the process of training, learning and evaluating the Iran's national curriculum with curriculum theories. As a result, the Iran's national curriculum while paying attention to the characteristics of curriculum theories, should be re-designed on the basis of the country's social and cultural system and in line with the realization of the main ideal, that is closeness to God and a virtuous life.