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Identifying the Characteristics of Revolutionary Education Curriculum Goals in Farhangian University with a Foresight Approach

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Purpose: Revolutionary education of Iran is a part of society and a representative of a complex social system and discourse and Farhangian University seeks to educated efficient human resources and revolutionary teachers. Therefore, the purpose of this study was to identifying the characteristics of revolutionary education curriculum goals in Farhangian University with a foresight approach.

Methodology: This study in terms of purpose was applied and in terms of implementation method was combined (qualitative and quantitative). The research population in the qualitative section was the professors of Farhangian University in West Azerbaijan province, which according to the principle of theoretical saturation number of 13 people of them were selected as a sample with the available non-random sampling method. The research population in the quantitative section was the professors of Farhangian University in West Azerbaijan province, which number of 234 people of them were selected as a sample with the total sampling method. The research tool in the qualitative section was a semi-structured interview and in the quantitative section was a researcher-made questionnaire, which whose psychometric indicators were confirmed. The data of the qualitative section were analyzed with thematic analysis method in MAXQDA version 10 software and the data of the quantitative section were analyzed with exploratory factor analysis and structural equation modeling methods in SPSS version 26 and AMOS version 21 software.

Findings: The results of the qualitative section of this study showed that the characteristics of revolutionary education curriculum goals in Farhangian University with a foresight approach have thirteen sub-themes in three main themes were included emotional goals (with four sub-themes of driving excellence and progress, aware and knowledgeable to the revolution and revolutionary education, beliefs transfer and Islamic ethics virtues), cognitive goals (with four sub-themes of recognizing the values and ideals of the revolution, fostering Islamic beliefs, reviving Islamic civilization and familiarity with the concept of justice) and skill/performance goals (with five sub-themes of creating a visible change in student behavior, launching the dialogue of civilizations, strengthening people's tendency towards independence, strengthening the skill of participating in group discussions and familiarizing with the strategies of searching scientific texts. The results of the quantitative section of this study showed that the factor load and average variance extracted of all factors were higher than 0.50 and the Cronbach's reliability of all of them was higher than 0.80. Also, the model of the characteristics of revolutionary education curriculum goals in Farhangian University with a foresight approach had a good fit, and in this model and according to the path coefficients all thirteen factors had a direct and significant effect on the goals ($P < 0.01$).

Conclusion: The identified characteristics for the revolutionary education curriculum goals in Farhangian University with a foresight approach can help experts, officials, managers and planners in designing and implementing programs to improve the curriculum goals of the educational system.



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Extended Abstract

Purpose: The revolutionary education is a new concept that has been emphasized in recent years and is the main driving force for society to achieve ideal goals and values. The pattern of revolutionary education that claims to lay the groundwork for Islamic civilization must be based on the religious system so that it can preserve all the achievements of the Islamic Revolution, overcome the damage it faced, remain safe from fall and deviation, and move quickly on the path of progress. The field of education is one of the most important all-round excellence infrastructures of the country and a serious tool in the direction of promoting the worthy human capital of the country in various fields. The quality of higher education is the concern of most countries, including Iran, due to the fundamental and sovereign role of Farhangian University and its symbol as the pole of Iran's teacher training in the education of students with the level of the Islamic Republic of Iran in the official framework. Farhangian University and its transformation in the education system can be considered as the starting point of the transformation in education that responds to scientific, cultural, political, ethical challenges and achieving sustainable development. Therefore, Farhangian University is the starting point of the great movement of education, and the teacher is considered a transformative element in the field of growth and fostering, sustainable development and transfer of the country's culture. Improving the quality of the Farhangian University system and continuously increasing the scientific, professional and educational competencies and capabilities of teachers and updating the Farhangian University curriculum and teaching and learning methods for teacher fostering. 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 developments of environment, and this program has a decisive and undeniable role in the realization of educational goals and missions. Curriculum as an interdisciplinary subject means linking and combining curriculum content to integrate with learners' learning experiences. Curriculum, as the main core of education, is a tool to achieve educational goals, which includes a set of educational activities, learning environment, instructions and planned experiences to achieve educational goals, and plays an important and effective role in the success and failure of the educational system, and is a reflection of the response of the educational system to the changing and evolving needs of the society. In the Farhangian University statutes emphasized that this university should cause transformation and innovation in the teacher training system of the country, reform and improve the methods and educational and research programs of teacher training, develop the field of research, strengthen the spirit of research and expand the knowledge, insight and skills of human resources; and this is not possible; unless the curriculum goals of Farhangian University are reviewed so that the programs are in accordance with them and train teachers who are suitable for these goals. One of the research approaches is the research with the future research and foresight approach, which studies the future as an independent discipline in a methodical and systematic way, and the techniques and tactics of this approach help planners and decision makers to find optimal options and alternative versions for their activities. Foresight means discovering, inventing, evaluating and proposing futures that can happen or are likely to happen or should happen. Foresight includes a set of efforts that use the analysis of sources, patterns and factors of change and or stability to visualize potential futures and plan for them, and shows how today's changes will become tomorrow's reality. Revolutionary education of Iran is a part of society and a representative of a complex social system and discourse and Farhangian University seeks to educated efficient human resources and revolutionary teachers. Therefore, the purpose of this study was to identifying the characteristics of revolutionary education curriculum goals in Farhangian University with a foresight approach.

Methodology: This study in terms of purpose was applied and in terms of implementation method was combined (qualitative and quantitative). The research population in the qualitative section was the professors of Farhangian University in West Azerbaijan province, which according to the principle of theoretical saturation number of 13 people of them were selected as a sample with the available non-random sampling method. According to the principle of theoretical saturation before conducting the research, there are no special rules and laws to determine the sample size, and sampling and research on them will continue until the research reaches saturation in terms of findings, and in the available non-random sampling method, the samples that are available to the researcher and having the conditions determined by the researchers were selected as samples, which this condition were included familiarity with the research field, willingness to participate in the research, and acceptance of the research conditions, including the recording of interviews while observing ethical points. The research population in the quantitative section was the professors of Farhangian University in West Azerbaijan province, which number of 234 people of them were selected as a sample with the total sampling method. In the total sampling method, the sample size is equal to the population size and all members of the society participate in the research. It should be noted that the aforementioned sampling method is used when the size of the population is not very large and the participation of all members of the population is needed for the research to make decisions. The research tool in the qualitative section was a semi-structured interview and in the quantitative section was a researcher-made questionnaire, which whose psychometric indicators were confirmed; So that the validity of the interviews was confirmed by the triangulation method and their reliability was obtained by the coefficient of agreement between two coders at 0.88, and the face validity of the researcher-made questionnaire was confirmed by experts and its total reliability was obtained by the Cronbach's alpha method at 0.91. The data of the qualitative section were analyzed with thematic analysis method in MAXQDA version 10 software and the data of the quantitative section were analyzed with exploratory factor analysis and structural equation modeling methods in SPSS version 26 and AMOS version 21 software.

Findings: The results of the qualitative section of this study showed that the characteristics of revolutionary education curriculum goals in Farhangian University with a foresight approach have thirteen sub-themes in three main themes were included emotional goals (with

four sub-themes of driving excellence and progress, aware and knowledgeable to the revolution and revolutionary education, beliefs transfer and Islamic ethics virtues), cognitive goals (with four sub-themes of recognizing the values and ideals of the revolution, fostering Islamic beliefs, reviving Islamic civilization and familiarity with the concept of justice) and skill/performance goals (with five sub-themes of creating a visible change in student behavior, launching the dialogue of civilizations, strengthening people's tendency towards independence, strengthening the skill of participating in group discussions and familiarizing with the strategies of searching scientific texts. The results of the quantitative section of this study showed that the factor load and average variance extracted of all factors were higher than 0.50 and the Cronbach's reliability of all of them was higher than 0.80. Also, the model of the characteristics of revolutionary education curriculum goals in Farhangian University with a foresight approach had a good fit, and in this model and according to the path coefficients all thirteen factors had a direct and significant effect on the goals ($P < 0.01$).

Conclusion: The identified characteristics for the revolutionary education curriculum goals in Farhangian University with a foresight approach can help experts, officials, managers and planners in designing and implementing programs to improve the curriculum goals of the educational system.