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## Presenting the Quality Model of the Curriculum in the Secondary (First) Course of Shiraz with Emphasis on the Virtual Approach

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### Research Paper

### Abstract

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### Keywords:

Curriculum, Virtual Approach, Planning, Quality, First Secondary Course.

**Purpose:** The present research was conducted with the purpose of providing a quality model of the curriculum in the secondary (first) period of Shiraz city with an emphasis on the virtual approach.

**Methodology:** The current research was applied in terms of purpose and integrated (qualitative-quantitative) in terms of implementation method. In the qualitative part, the participants in the Delphi panel were 20 university experts in the field of curriculum planning in Shiraz, who were selected purposefully. The statistical community in the quantitative part, there were 2953 teachers in the 1st and 2nd districts of Shiraz in the academic year of 2020-21, and based on Cochran's formula, 350 were selected as the sample size by random sampling. The research tools in the qualitative part were interviews and background literature review, and in the quantitative part, the researcher made a questionnaire. Validity of the findings was done with formal validity and reliability using Cronbach's alpha method, which was 0.88. To analyze the data in the qualitative part, Delphi coding and analysis method and in the quantitative part descriptive statistics (percentage, average and standard deviation) with Spss23 software and inferential (structural equations-confirmatory factor analysis) with Lisrel 8.8 software were used. became.

**Findings:** Qualitative findings showed that 6 dimensions (purpose, content, method, planning, evaluation and technology), 19 components and 57 indicators were identified for the curriculum quality model in the first secondary school. Also, the results of the factor analysis showed that the content dimension with factor load ( $t=20.21$  and  $0.88$ ), goal ( $t=18.32$  and  $0.83$ ), technology ( $t=0.78$  and  $11.17$ ), evaluation ( $t=0.72$  and  $16.72$ ), method ( $t=0.71$  and  $15.62$ ) and planning ( $t=0.68$  and  $13.92$ ) had the greatest effect on curriculum quality, respectively.

**Conclusion:** Curriculum planners can pay serious attention to the 6 dimensions identified in this research in order to increase the quality of the first secondary curriculum and focus on the content dimension and its compatibility with virtual methods in particular.

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## Detailed abstract

**Purpose:** Purpose: In every country, the educational system is one of the most complex social, economic and cultural sub-systems, where a large number of people as learners and teachers deal directly or indirectly with its activities. Therefore, all educational systems try to provide their desired educational and skill teachings to the audience through curriculum presentation. On the other hand, contemporary societies have a new approach to education, and with the expansion of the Internet as a platform for virtual education, on the one hand, and unexpected events such as the epidemic of the Covid-19 virus, and serious attention to the desired life skills in the curriculum have become more important. Therefore, the curriculum of schools and the educational system has a decisive role in the economic, social, cultural progress and sustainable development of the country; Therefore, it has a special priority. The curriculum oversees the organization of a series of teaching and learning activities in order to create desirable changes in the behavior of learners and evaluate the degree of realization of these changes. Curriculum is a process in which education begins and ends and is changed based on the goals of governments. Curriculums are composed of elements that their proper combination and coordination guarantee the success of the curriculum and bring the audience closer to the desired path and goal. However, according to the importance of curriculum elements, there is a difference of opinion among experts. Some experts have mentioned the four elements of goal, content, method and evaluation as the main components of the curriculum. Others have considered seven elements of needs, goals, content, content organization, learning experiences, organization of learning experiences and evaluation. Some others have mentioned the main elements of the curriculum including goals, content, learning activities, evaluation methods, learning resources and tools, time, space or environment, grouping and teaching strategies. The issue of curriculum quality has always been one of the concerns of experts and planners. Curriculum quality is a vital and effective strategy to achieve the desired goals of educational systems. The action to improve the quality of education requires changes in the curriculum, the educational-learning process and the way teachers teach and manage administrators and evaluate students, etc. The subject of curriculum quality is a complex and multi-dimensional issue that includes valuable goals. Quality can vary from one education system to another. On the one hand, the proponents of the idea of cultural literacy consider it necessary to transfer a considerable amount of cultural knowledge and information to the learners, because it is a prerequisite for communication and equal participation in the great conversation at the community level. The current research was conducted with the aim of providing a quality model of the curriculum in the secondary (first) period of Shiraz city with an emphasis on the virtual approach.

**Methodology:** The current research was practical in terms of its purpose and exploratory (qualitative-quantitative) in terms of implementation. The statistical community in the qualitative part included experts in the field of curriculum in Shiraz city, 20 people (experts) based on certain criteria such as having a doctorate degree, authorship in the field of curriculum, desire to participate in research, and executive and educational experience in the field of human resources to participate. They were selected in the Delphi panel and as a purposeful sampling method. In the quantitative part, the statistical population included secondary school teachers of the 1st and 2nd districts of Shiraz city (2953 people) in the academic year 2020-21, based on the random sampling method, 350 people were selected as the sample size. The method of conducting the research was such that, first, to determine the experts through the Internet and resume, as well as referring to several public and non-governmental universities of Shiraz, the members were identified and the necessary arrangements were made with them to participate in the panel. The panel members participated in the panel up to 4 rounds until finally the dimensions, components and quality indicators were determined in the curriculum of the first secondary school. In the quantitative part, due to the spread of the Covid-19 virus, the list of secondary school teachers of district 1 and 2 was taken from the respected Department of Education of Shiraz and coordinated with them to complete the questionnaire. According to having the list of teachers, 391 people were randomly contacted and cooperated in completing the questionnaires. Due to the conditions of Covid-19, questionnaires were provided to them through e-mail and online questionnaires, and finally 350 questionnaires met the criteria for analysis. Also, in order to

comply with ethical considerations, the panel members and respondents were told that participating in the panel and completing the questionnaires is optional, and whenever they do not want to continue the work for some reason, they can inform the researcher and withdraw from the research, and the results are only for research purposes. and the results will be provided to them at the end of the work. The research tools in the qualitative part were interviews and review of related texts to form a Delphi panel, and in the quantitative part, a researcher-made questionnaire was used based on qualitative findings. The questionnaire included 6 dimensions (including goal, content, method, planning, evaluation and technology), 19 components and 58 indicators, which were scored based on the Likert scale in a range between 1 and 5 from the least to the most important. For the validity of the qualitative findings, the face validity and reliability of the recoding coefficient was used, and its value was 0.88. For the validity of quantitative findings, content validity and reliability were also used using the combined reliability method and Cronbach's alpha, and the total value of the questionnaire was 0.88. For data analysis, the Delphi technique was used in the qualitative part and during three rounds until the final consensus of the experts, and for the quantitative part, descriptive statistics (percentage, average and standard deviation) and inferential (structural equation modeling - factor analysis) were used. confirmation) was used with Lisrel-V8.8 software.

**Findings:** Qualitative findings showed that 6 dimensions (purpose, content, method, planning, evaluation and technology) were identified as 19 components (Efficiency, productivity, ability to innovate, explicit concept, attention to social needs and principles, new and up-to-date technology, more flexible in program and method, educational conditions, innovative teaching, educational managers and quality of education, sense of responsibility, ability Planning, classroom design, meaningful and realistic learning, perceived teaching quality, emotional social consequences, virtual knowledge, instrumental competence and creativity in combining visual tools) and 57 indicators for the quality model of the curriculum in junior high school. Also, the results of factor analysis showed that the content dimension with factor load (0.88,  $T=21.21$ ), purpose (0.83,  $T=18.32$ ), technology (0.78,  $T=17.11$ ), evaluation (0.75,  $T=16.72$ ), method (0.71,  $T=15.62$ ) and planning (0.68,  $T=13.92$ ) had the most impact on the quality of the curriculum, respectively.

**Conclusion:** Curriculum planners can pay serious attention to the 6 dimensions identified in this research in order to increase the quality of the first secondary curriculum and focus on the content dimension and its compatibility with virtual methods in particular. The findings of this research, like other researches, have limitations. This research was limited to the education of districts 1 and 2 of Shiraz and was not a large-scale study; Therefore, the findings should be viewed with caution. Also, the spread of the corona virus made it impossible to conduct face-to-face interviews and conducted them over the phone. Another thing is that the qualitative findings of this research were limited to the views and opinions of experts related to lesson planning, which seems that the views of sociologists and psychologists are also necessary to provide a more comprehensive and quality curriculum. Another limitation is that the current research was focused on providing quality in the curriculum and the state of the quality of the curriculum in the current situation from the point of view of the experts was not addressed. It is suggested 1- In the future; researchers should investigate the quality of the curriculum so that they can get a precise understanding of it. 2- It is suggested to use the perspective of other stakeholders such as sociologists, psychologists and other fields of human sciences in addition to the point of view of curriculum planners as key experts.