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Identifying the Elements and Indicators and Validation of the Comprehensive Online Curriculum Pattern

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Purpose: Today, due to the growth of information and communication technology, the importance of using online curriculum has increased. Therefore, the purpose of this study was to identifying the elements and indicators and validation of the comprehensive online curriculum pattern.

Methodology: This was an applied study from type of qualitative that was done with the synthesis research method. In the current research, among the researches related to the research area number of 75 cases were selected with a purposeful method and taking notes on them was done in order to achieve a suitable summary about the comprehensive online curriculum pattern. Also, 32 experts were used to check the validation of the mentioned model, which they commented on the importance of each of the 31 questions about the validity of the comprehensive online curriculum pattern. Finally, the data were analyzed by synthesis research and fuzzy Delphi methods.

Findings: The findings of synthesis research showed that for the online curriculum was identified 174 indicators in 13 elements including goals (with 10 indicators), student (with 12 indicators), teacher (with 14 indicators), content (with 15 indicators), support (with 12 indicators), grouping (with 17 indicators), presence (with 11 indicators), technology (with 11 indicators), time (with 11 indicators), learning environment (with 12 indicators), interaction (with 23 indicators), materials and resources (with 8 indicators) and evaluation (with 18 indicators). The findings of the fuzzy Delphi in the second round showed that out of 31 questions about the validation of the comprehensive online curriculum pattern the said model had adequate validity.

Conclusion: The comprehensive and valid online curriculum pattern of this study can be used by experts and curriculum planners to improve online education.



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Extended Abstract

Purpose: In the recent decades, the curriculum has always been subjected to continuous reforms, changes and transformations. Because a low-quality curriculum and its lack of renovation and improvement gradually reduce the effectiveness of training courses and turns the curriculum into an ineffective and ineffective curriculum. The mission and perspective of the educational systems of the present age have changed compared to the past, and in this age, the university must train people who, instead of memorizing and storing information, have the ability to classify, analyze and combine information, communication and problem solving skills, discussion, negotiation and managerial and technological skills so that they can adapt themselves to the fast and accelerated changes and transformations of societies. The emergence and development of information and communication technology brought important changes and developments in various fields of education, and educational systems as a result of this technology underwent deep and fundamental changes. The rapid development of information and communication technology in the field of education and learning caused the creation of new teaching and learning environments and the possibility of changing teaching and learning processes in all educational fields in a dynamic, targeted, motivational and interactive way. Following the expansion of teaching and learning with the help of computers, online communication technology created a new generation of educational programs and new learning media, and provided the basis for the emergence of issues such as online curriculum. One of the effective factors in educational systems is the curriculum, which refers to the constituent elements of the curriculum and how are the relationships between them. Therefore, designers must first identify the factors affecting on the curriculum and then examine their impact on the curriculum. Curriculum is the most important component of the education system, and this field is one of the youngest areas of human knowledge, which has a decisive and undeniable role in achieving the goals and missions of the education system. Curriculum refers to a combination of elements with a scientific, practical and experimental structure that helps improve learning and its purpose is to prepare and help enable learners to continue living with a specific job by equipping them with the knowledge and skills related to that job. The virtual education system, especially the online education system is currently preferred by them as a flexible system by providing educational opportunities for a large number of learners. In this educational system, learners can access educational content at desired times and places and communicate with other people, teachers, and different learning resources at any time. Curriculum is the basis of any type of education, including online education, which must first be designed and produced, then implemented by skilled teachers and continuously evaluated. This curriculum as the essence of education in combination with technological methods during teaching guarantees the efficiency and effectiveness of the educational system. Online curriculum designers must have a correct understanding of the characteristics of virtual space and the Internet's multimedia and communication capabilities and integrate these capabilities effectively, and curriculum design refers to the process of specifying curriculum elements and including them in an educational program. The advantages of the online curriculum have surpassed its limitations and have become an attractive choice in the field of improving qualifications and updating various knowledge and skills, facilitating the continuation of education at any time and place and promoting a culture of lifelong learning among learners. Today, due to the growth of information and communication technology, the importance of using online curriculum has increased. Therefore, the purpose of this study was to identifying the elements and indicators and validation of the comprehensive online curriculum pattern.

Methodology: This was an applied study from type of qualitative that was done with the synthesis research method. In the current research, among the researches related to the research area number of 75 cases were selected with a purposeful method and taking notes on them was done in order to achieve a suitable summary about the comprehensive online curriculum pattern. At the beginning numbers of 271 studies were selected which after screening by removing duplicates, checking the title and abstract, and checking their full version for irrelevance, finally number of 75 cases were selected as the final sample. Also, 32 experts were used to check the validation of the mentioned model, which they commented on the importance of each of the 31 questions about the validity of the comprehensive online curriculum pattern. In this study, indicators and elements were extracted based on synthesis research, and after that, the extracted items were provided to 32 experts and they investigated the validation of the comprehensive online curriculum pattern during two Delphi rounds. Finally, the data were analyzed by synthesis research and fuzzy Delphi methods.

Findings: The findings of synthesis research showed that for the online curriculum was identified 174 indicators in 13 elements including goals (with 10 indicators), student (with 12 indicators), teacher (with 14 indicators), content (with 15 indicators), support (with 12 indicators), grouping (with 17 indicators), presence (with 11 indicators), technology (with 11 indicators), time (with 11 indicators), learning environment (with 12 indicators), interaction (with 23 indicators), materials and resources (with 8 indicators) and evaluation (with 18 indicators). The findings of the fuzzy Delphi in the second round

showed that out of 31 questions about the validation of the comprehensive online curriculum pattern the said model had adequate validity.

Conclusion: The comprehensive and valid online curriculum pattern of this study can be used by experts and curriculum planners to improve online education. Based on the findings, it is suggested that the special curriculum pattern of online education should be used in the education system as a necessity of the present age. This pattern needs further investigation and studies to ensure that it will be able to solve the shortcomings of the previous patterns and will seek the desired learning results for all learners or not. Also, from the deduced elements and indicators in this pattern should be used to design a curriculum specific to different levels and groups in such a way that the existing gap compared to face-to-face education is closed as much as possible, and by using the capabilities of this program the possibility of learning and equal educational opportunities is provided and the field of promoting the quality of education should be created equally in different regions.