

Contents lists available at Sjournals



Journal homepage: www.Sjournals.com



Original article

Investigation null curriculum on Islamic education courses in Tabriz university

Y. Rezapour^{a,*}, Y. Adib^b, S. Pourbaghan^c

^aAssistant Professor of Educational Sciences group, University of Tabriz.

^bAssociate Professor of Educational Sciences group, University of Tabriz.

^cMS student of Curriculum, University of Tabriz.

*Corresponding author; Assistant Professor of Educational Sciences group, University of Tabriz.

ARTICLE INFO

Article history:

Received 25 June 2014

Accepted 16 July 2014

Available online 25 July 2014

Keywords:

Null curriculum

General courses

University of Tabriz

ABSTRACT

The purpose of this study was to investigate teachers' experiences of the null curriculum in general education courses, University of Tabriz. Phenomenological research is method in this study. The population in this study are professor courses. That they were selected the 18 patients with purposive as sample. The instrument used in the research is interview. To achieve the required data with the 18 professors courses depth interviews were conducted. Smith proposed method was used for data analysis. Thus, the interviews were recorded on audio file immediately after the researcher listened and typed line by line and sub-themes were extracted by studying and comparing the post. The results showed that the content of courses in six core goals, content, classroom space, time, evaluation and teacher activities and teaching strategies are null factors.

© 2014 Sjournals. All rights reserved.

1. Introduction

The Curriculums in universities and colleges in the success or failure of these institutions plays a key role. In other words, the curriculum represents progress and reflect accountability of universities to the

changing needs of society. With regard to innovation and dramatic changes that are taking place in various arenas. The mission of documenting Results and publishing and promoting it in the form of organized and Modern curriculums headed University(Fathi vagargah, 2007).

Among those who have attempted to introduce a variety of curriculums can noted Eisner (1994, 1985) that the program curriculum is divided into formal, implied or NULL. Eisner argued that the debate on this issue that what is learn in schools using the formal curriculum Much lower than that by the implicit or null curriculum transferred to their students. He also noted that there is some things that they refuse to learn in the school curriculum. On this basis null curriculum of Eisner will include knowledge and values that school do not teach Although it may be more valuable than the things that are taught by the school.

One important aspect that is often discussed and there is a difference of opinion and from the past it has created concerns for Curriculum planners is This issue that what things should be taught in schools? Which subject or content is valuable? Which criteria should be used in selecting topics for inclusion in the curriculum? Who should participate in this process? neglected curriculum, Omitted and Unproductive are used the same meaning with null curriculums .Curriculum scholars Express some types of curriculum. Although sometimes used different titles, but Specialists successful attempts to identify and introduce the types of curriculum in this area is undeniable.(Fathi vagargah, 2006)

According to the results of studies and importance of null, especially higher education and the lack of good qualitative research in this area and Since, the qualitative method Including phenomenology do not investigate the perceptions of teachers in general education courses that is a major element in higher education Also, review the goals and functions of the general course and redefinition and revision delivery methods in this course For Improving courses In order to meet the needs of a new generation .For this reason, A research with this subject “ investigate the experiences of teachers of general education courses the curriculum in Tabriz University of for gaining experiences of teachers about general curriculum is done.

1.1. Purpose of this study

1-Investigation on Tabriz University Teachers' Experiences of the Null Curriculum in General Courses

1.2. Research questions

1- Investigation on Tabriz University Teachers' Experiences of the Planning in General Courses

2- Investigation on Tabriz University Teachers' Experiences of the Implementation in General Courses

2. Research methods

In qualitative research Including phenomenology is believed there are the essence in phenomena and life experiences that are understood and evaluated (Hajbageri, 2010)

The phenomenological approach to the phenomena Reserve our preconceptions and try to enter the other Unique world(Razavian and soltangourae,2010).

According to Van Manen (1997) Phenomenology provides a systematic approach for reading and interpreting a phenomenon And provides an interpretive perspective to analyze and explore the phenomena .In order to researcher gain a deeper understanding of the experience during the process of interpretation

2.1. Population, sample and sampling

This is a phenomenological study that we have used the experiences of Tabriz University teachers in General Courses. Like other qualitative research, purposive sampling and number of samples is limited And research continued sampling among potential participants to a point where achieve the richness of the sample data And at this stage sampling is stopped.

2.2. Methods of data collection

Theoretical or purposive sampling, the researcher usually tries in order to Purposeful Based on what kind of specific information, the following preliminary findings that is required select samples(Hajbageri, 2010).

The interviews allow the researcher asking deep questions, given the opportunity to participants that They describe their experiences with narration or story(Porter, 1996).

null curriculum will be explained to participants And then if necessary the list subjects Will referred in Continuation interview . Therefore The interview continued, depending on the response of every teacher and student will Continue. Interviews will continue to achieve strong data, Interviews will be recorded with the permission of the participants And in order to moral considerations before starting the interview, participants will be informed of the purpose and importance of research and to participate with consent Informed in research and Assure them that The information obtained will be used solely for research purposes And are not available to persons other than the researcher.

2.3. Methods of data analysis

The data will be used for qualitative analysis and are coded axially.After conducting interviews and recording, immediately will code Verbatim Transcript interview. And phenomenological analysis (Smith method), the knowledge and views of respondents in relation to general education courses, which places scheme will be extracted and analyzed.

3. Results

Based on the interviews that were conducted in order to find answers to questions The following concepts are obtained including positive and negative experiences of teachers of general education courses in the academic units. The concept implies that the Specific positive and negative experiences the experiences of teachers of general subjects taught in the university. Positive experiences in a variety of general education courses, and experience needs to be a mismatch with the general course is related to content, style and class, such as the Department. Also relatively old model of teaching in general education courses is as an obstacle to the success of the course same way that shown by the positive experiences of teachers of general education courses is the overall experience. General courses make the students familiar with the issues to be considered part of the public information and help students to Dealings and exchange Social and religious issues. However, negative experiences refers details and ways which these courses are taught. So whereas teachers are satisfied with offered the courses but are not satisfied of the presentation and content . Major concepts in the analysis of data obtained from the interviews are presented.

The analysis of the results obtained in this study, six major themes emerged from the experiences and perceptions of teachers in general education courses included 1) lack of attention to the Principles of content 2) its impact of teachers 3) Design Feast 4) space class 5) 6) Evaluation.. The findings will be mentioned:

lack of attention to the Principles of content: The content is the common factors that the study participants had described it as the first. they were experiencing Theology course dry and uniformly and without regard to the everyday problems .

its impact of teachers: Based on the data obtained from the interviews, participants stated that teachers have an important role in these lessons. Some participants stated that teachers do not use teaching methods in class. Teaching methods are used, only one strain. Some participants also stated that due to shortage of teachers time the opportunity to have class discussions and question and answer method. Participants also described the behavior of the teachers in the class factor.

Neglecting General Courses: Participants stated that the university teachers and students, this lesson has been neglected This neglect, particularly family planning and physical education lessons one and two there, and motivate of the students reduce.

impact of class space in learning: Classroom space and number of participants stated that they affect student learning in the classroom.

time: Including were shared items expressed by participants in the study was the time factor. Participants expressed little time devoted to these subjects. And this is an influential factor.

Evaluation: often professors feel unhappy and dissatisfied from evaluation courses.

Table 1

Table of major and minor subjects .

Major subjects	Minor subjects
lack of attention to the Principles of content	Dry content The lack of to pay attention to the daily needs of learners in the content
its impact of teachers	Way teachers teach Teachers conduct
Neglecting General Courses	Regulation Family Physical Education 1 and 2 No class learning facilities
Class space	The large number of students in class Student relationships in the classroom
Time	Wrong time Increased time the course Class attendance for not removing
Evaluation	Inappropriate evaluation

4. Discussion and conclusions

The aim of this study was to investigate professors' perceptions and experiences regarding the null curriculum of general education courses that qualitative research with Phenomenological approach was used.. Through in-depth and unstructured interviews led to the extraction of six fields that are: 1) lack of attention to the Principles of content 2) its impact of teachers 3) Design Feast 4) space class 5) Evaluation.. The findings will be mentioned:

Based on the participants' experience of general education is the most important course that programmer should be considered the null factor in the formulation and implementation. Teachers stated that face the dry and repetitive contents and in these books is not considered pervasive interest and the daily problems. Textbook is Main learning means that is designed to achieve a particular set of learning outcomes and the text, images, or text and image is formed. And traditionally printed volume set that is easy to navigate and offers guidance Styx sequences of learning activities. "(UNESCO,2005).

Textbook focuses on the education system of Iran, is important so that most educational activities are carried out within the framework of textbook and content (Yarmomadian, 2011)

The opinion mahram and colleagues (2006) is not synchronized with the actual needs of contents of courses, the sheer volume of content and the lack of resources, lack of communication in the course of half an academic year and Resources in the last term can be as null factors in the curriculum in higher education.

Fathivjargah and Mehrmohamadi (2008) in this matter stated that the motives, interests, needs, attitudes and experiences of students, as a major factor in curriculum planning is essential. And the factors that facilitate the teaching process - learning the basic functions of the system of higher education are curriculum. Kothari and Norouzzadeh (2009) is also one of the major topics in the curriculum giving importance to modernize and revise curricula and coordinate content. And teaching methods are as changing and uncertain conditions.

Choanal and Shyaha (2008) in their study concluded that the majority of the content of textbooks for learners not ready to cope with everyday problems. . Bergen Gudun Han (2009) in their study showed that the content does not learn to communicate with normal everyday life.

This finding Is proportional with Aqajani s result (1998), the Islamic curriculum with the political, social, moral society that young people need in today's world to the difficulty of discussing abstract and non-observant, be avoided. The findings also Majidi and conqueror (2005) who concluded that contents of

courses of intellectual skills and practical theology of religious knowledge as well as the needs of students and Insight are not suitable. It is almost isotropic.

Results showed that participants had a special emphasis on the role of teachers and behavior. Teacher behavior and teaching style made him one of the most important factors that are neglected in the curriculum on the attitudes, beliefs and affects student learning. From the perspective of participants of the most important factors that influence the educational situation in this regard, more than half of the participants in the methods of teaching (teaching disabled), attitudes, interpersonal relationships, the teachers were not satisfied. However, the consistent teaching of systematic design perspective, the most important risk factor for optimal success in achieving educational goals. Professor of textbooks and lack of education can compensate for a defect or vice versa, the best of luck and good teaching with the inability to develop an emotional connection to the environment will become passive and unattractive (Shabani, 2008).

It is actually a professor of performance and features that makes Educational objectives and student learning. Cardinals (2007) examined the characteristics of a university professor Bill Brown features an outstanding faculty in their teaching and ethical character knows. Pious and quiet (2007) stated that teachers involved in teaching and teaching is one way to facilitate learning. Professors are keen to develop thinking skills in students but tends to make a speech to emphasize concepts and axioms are learning standards.

A major responsibility of faculty toward student learning and should undertake lifelong learning in their reconstruct. However, because teachers tend to focus on ways to transfer knowledge in a specific area of the student's mind, desire and attachment to teachers, students rise to their learning problems are getting worse. This finding Aqajani (1998) has stated that instead of masters courses as unilateral, bilateral, question and answer techniques exploit and faculty, in addition to the scientific relationship, the emotional relationship to communicate with students, To theology, not only in the minds of students, but also the lives of his influence. And research, in addition to teaching is suggested prices are roughly aligned. Participants commented on the relationship they had with each student because each student belongs to a class of specialized disciplines, there were emotional. There are no General classes and the class does not result in complete unity.

Whitehall (2008) to interact with other students considers in distance education courses. Findings indicated when he will provide the opportunity to interact with each other in Learning, learning materials, interest in learning and learner achievement scores also increased. Findings revealed hidden factors that negatively affected the beliefs and attitudes of learners is that the number of students in these classes is much and Student rush is causing distraction and pay attention to this factor.

Norouzzadeh (2006) believes that education and its forming elements, such as color, light, sound, equipment yard, school or university, long and narrow passages are all educational effects. Faculty beautiful, lush, lively and joyful brought, and conversely makes learning centers and small tight courses dim, willingness to learn and learning to talk and perhaps permanently destroyed.

Stirling (2009) in their findings that the appearance and rules governing the classroom learning is effective. The results also showed that the teachers and students of these courses are trivial in comparison to the lessons easy to see that the course is repeated. And should be looked fine, so we will try and change the course of these lessons take place in the attitude of these courses will be given. Most companies adjust their methods of teaching and physical education were very unhappy with the educational system, this course makes the negative attitude of the students. These findings suggest that the Ezadis results that is consistent little attention to Islamic studies and by some authorities and not offer it at an inappropriate hour. Islamic Studies courses provide students with a very high ceiling, so that the high number of students in a class, students are required to exploit favorable conditions has been withdrawn.

The results also showed that multiple evaluation method is inappropriate to attend classes because of the fear is removed. Questions based on the design goals of low cognitive domains, overcoming multiple choice questions and the lack of completion of the evaluation are step and the implementation of its dense, leading to anti-educational experience in higher education (Mahram, 2006).

In this context Kamrol Hasan (2004) defined in the curriculum as is Factors such as lack of access to educational materials, pushing toward teaching, assessment and evaluation procedures false most important reasons for failure to achieve the standards(Mahmoei,2011).

References

- Barnett, R., 1997. Beyond Competence", in *Repositioning Higher Education*, Coffield, Frank & Williamson, Bill (Ed.), Bristol, Open University Press.
- Bergenhengouwen,G., 2009. Hidden Curriculum in the university .<http://www.Sociologyindex.com>.
- daid j.flinders, nel noddings, and stephenj. thornton 1995., Stanford University "The Null Curriculum: Its Theoret. Basis and Pract. Implicat.
- Doberty, P., 1995. his colleagues. "Planning for capabilities and progression for design and technology in the national curriculum?", in *Teaching Technology*, Banks, Frank (Ed.), Routledge. The Open University.
- Doberty, P., his colleagues . "Planning for capabilities and progression for design and technology in the national curriculum?", in *Teaching Technology*, Banks, Frank (Ed.), Routledge. The Open University.
- Eggleston, J., 1995. What is design and Technology education?", in *Teaching Technology*, Banks, Frank (Ed) Routledge. The Open University.
- Eggleston, J., What is design and Technology education?", in *Teaching Technology*, Banks, Frank (Ed.), Routledge. The Open University.
- Eisner, E.W., 1994. *The Educational Imagination: on design and evaluation of school programs* (3.ed), New York, Macmillan.
- Eisner, E.W., *The Educational Imagination: on design and evaluation of school programs*". New York, Macmillan.
- Fathivajargah, k., 2006. *An autopsy experiential curriculum: A model for research in the field of curriculum. Scope of the curriculum*,Tehran:Samt.
- Gair, M. 2003. *Socrates never took attendance: hidden curricula in a teacher preparation program.* (Arizona State University Tempe, AZ: Unpublished PHD thesis).
- Hajbagheri.m., 2007. *Qualitative research methods*,Tehran:Boshra.
- Hatch, M., 1997. *Organization Theory*", New York, Oxford Press.
- IEM Washington., 2007. *Rules and Procedures*", available at <http://www.washingtonaccord.org>.
- Klein, M.F., 1991. *The politics of Curriculum Decision-Making*", Albany, New York, Sunny Press.
- KUO-An, H., chia-Hao, Y., 2008. A synchronous distance discussion procedure with reinforcement mechanism:designed for elementary school students to achieve the attending and responding stages of the affective domain teaching goals within a class period. *Comput. Educat.*, V51np1538-1552.
- Mhrmohamady, M., 2004. *Curriculum: views, approaches and perspectives*, Mashhad: publishing.
- Miller, J., 1383. *Curriculum theory'*, translated Mhrmohamady, the publisher, Tehran.
- Mosapoor, N, 2008. Identification of neglected public education curriculum. *Res. Projec.Min. Educat.*, in press.
- Mosapoor, N., Mhrmohammadi, M., 2008. Negligence of the curriculum: recognizing context and neglected aspects of the curriculum." *Monthly Meeting of the Association for Curriculum Studies*, June.
- porter.s., 1996. *Qualitative research.* In Cormack DFS(Ed) *The Research process in nursing*.3rd ed. Edinburg. Blackwell sci.
- Razavian, M., Saltangoraee, K.H., 2010. Study of teachers' perceptions of critical thinking. *Ahzab Sci. train.*, 29-46.
- Sajjadih, N., Bagheri, K.h., 2008. *The philosophy curriculum of the Islamic Republic of Iran.* plan Min. Educat., Tehran.
- Sari, M., Dogany, A., 2009. Hidden curriculum on gaining the value of respect for human dignity: A qualitative study in two eElementary schools in adana. *educatonal sciences: Theory & Practice.*, 925-940.

- Sari, M., Dogany, A., 2009. Null curriculum on gaining the value of respect for human dignity: A qualitative study in two elementary schools in Adana. *Educational Sciences: Theory & Practice*, 925-940.
- Shaw, H., 2006. The hidden curriculum of seminary education. *Bapt. Theolog. Sem.*, 8 23-52.
- Shaw, H., 2006. The Null curriculum of seminary education. *Bapt. Theolog. Sem.*, 8 23
- Shugrunsky, D., 2004. Type of curriculum in citizenship education, WWW.epea.asu.edu/epaa/u7n29.html.
- Shugrunsky, D., 2004. Type of curriculum in citizenship education, WWW.epea.asu.edu/epaa/u7n29.html.
- Sterling, D.R., 2009. Classroom management: setting up the classroom for learning. *Sci. scope*, V32n9 p29-33.
- Sterling, D.R., 2009. Classroom management: setting up the classroom for learning. *Sci. scope*, V32n9 p29-33.
- Tashakkori, A., Teddlie, C., 2003. *Handbook of mixed methods in social & behavioral research*. Thousand Oaks, Calif. ; London. SAGE Publicat.
- Van Manen, M., 1997. *Researching lived experience. Human science for an action sensitive pedagogy* (2nd Ed). Ontario, Althouse press.
- Waite Hall, P., 2008. Student interaction experiences in distance learning courses a phenomenological study. *onl. J. dis. learn.*
- Waite Hall, P., 2008. Student interaction experiences in distance learning courses a phenomenological study. *onl. J. dis.learn.*
- Wilson, L.O., 2005. What are the types of curriculum, WWW.uwsp.edu/education/Lwilson/currhc/curtyp.Htm.
- Wilson, L.O., 2005. What are the types of curriculum, WWW.uwsp.edu/education/Lwilson/currhc/curtyp.htm.
- Yuksel, S., 2006. The Role of Hidden Curricula on the Resistance Behavior of Undergraduate students in Psychological Counseling and Guidance at a Turkish University. *Asia Pacif. Educat., Rev.*, 2006, Vol. 7, No. 1, 94-107.
- Yuksel, S., 2006. The Role of Null Curricula on the Resistance Behavior of Undergraduate students in Psychological Counseling and Guidance at a Turkish University. *Asia Pacif. Educat. Rev.*, 2006, Vol. 7, No. 1, 94-107.