

Developing the Curriculum Goals of the Teaching Experience (Internships) in the Farhangian University

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Abstract

This research has been done with the aim of developing the curriculum goals of the teaching experience based on the lived experiences of teachers. In this research has been used the qualitative research method of the phenomenology. The participants in the study were 9 people of the succeed professors and teachers in the universities which were selected by the sampling of the favorable cases. Data collection was done with using the in-depth semi-structured interviews and were analyzed by the coding issue method. From the total of the findings of this research, after removal of the shared code, 31 conceptual code which was expresses the lived experiences of professors and successful teachers in the field of the curriculum goals of teaching experience was extract. Based on the main concepts, the purpose of this program of the development and excellence of teaching identity was appointed which is available through the formation of characteristics, abilities and skills (competencies). Its partial goals also were classified in three main components of knowledge and insight, all-round development of the natural talents, cognitive space (core knowledge) and 5 sub-component of self-reflection, wisdom, changes in all aspects, understanding the different situations and deepening the knowledge which should be considered in developing the curriculum aims of the teaching experience.

Keywords: curriculum goals, teaching experience, lived experience, teachers.

1. Introduction

One of the most important institutions of education in any society is an organization which in it are trained required teachers of the various education courses, because the product of these type of organizations are the teachers who are the starting point for the development of education and they are able to transform the face of educational organizations with the knowledge and skills which have acquired and converts the schools space to the love, growth and delightful and enjoyable growing space and with transferring the cultural elements to the emerging generation and applying the appropriate methods of training are providing the causes of the personality development of the children and adolescents. Regarding to the importance of role of the teachers and reliability and value which is conceived on them, investment in order to train and provide these important pillars of education is a profitable investment (Safi, 2000). One of the most important objective of the teacher training (Farhangian University) is to train the qualified and competent teachers and the preparation of the teachers with high motivation, performance and dutifulness for all levels and in the education systems with the appropriate intellectual and professional backgrounds. The nature of the teacher training should be in the production of intellectual fields and increasing the professional capacity of the teachers which are eligible for these conditions through the designed programs for the teacher training (Khandaghi, Amin & Namkhah, 2010). Therefore, the most important means to achieve community to the ends and the educational objectives is the mighty teacher. Hence, it said that create a new world would not be possible except with training a new person through the innovative teachers (Safi, 2000). A qualified teacher who is which know who he is and how he works? Who he teaches? Why he teaches? And how to learn? (Shabani, 2003). Therefore, according to that the teacher is the one of the key elements of the education system and especially school, should be having required competencies and qualifications which can take this

important job. Therefore, training the teachers should be done in such a way which is creating required competencies in them in the general and specialized field and this will not be achieved unless curriculum designed in such a way which is creating and strengthening these competencies in the graduates (Momeni Mehmoee & et al, 2010). Hantli (2008) has been classified the teacher's competence in to the three areas of professional knowledge, professional action and professional commitment. Professional knowledge is included knowledge of content, recognition of the students, knowledge of the teaching and action of the learning. Professional action is formed of design of the learning, to create a learning environment and assessment and evaluation of the learning and professional commitment is included the professional learning, partnership, leadership, values, communications and ethics.

One of the curriculums which can help to gain competencies in the student teachers is the curriculum internship which has been engaged to it in this project by name of the teaching experience and with the phenomenological looking. Training date has been tied with the experiential date and experiential and partnership education and dating back to the early 1900s which began in America and were included the educational experience based on the work, programs like from school to work, job search, jobs academy and other programs of the learning on the job. In the Europe also volunteer training for youth began in the early of the nineteenth century and became the main elements of the education systems in Europe (Merit, 2008). However, internship official preparation is for creating opportunities for students to read and to experience career interests outside the university environment in the form of a scientific program and under the supervision of one academic group, is a process of an exchange theory and action or science and action which provides application of the theoretical knowledge in a real environment. In this connection, students are gaining valuable experience of the workplace and their future career and they are measuring their talents and abilities. Internship has planned assignments for the interns which is done under the supervision of the supervisors and should be approved by the related scientific group. In short, internship is the opportunity for the personal and professional development of students through interaction with the business activities (Talkhabi & Faghiri, 2014).

Loberz (2008) understanding that internship was helpful through the teaching and teamwork at the place of work for socialization of the students. As well as, Kenen and Arnold (1998) concluded that internship offers a deep understanding of the nature of the job to the intern and is paving the way for his permanent employment. The findings of MAYHYL is shown that internship develops personal skills on information technology of communication skills, workgroup, and specialized knowledge and doing tasks. Nechel and Ostoval 91987) say that internship is increasing the knowledge of the content of the work. Nort (1985) also believes that internship is the bridge between theory and practice (Bokalia, 2012).

Almost all scholars and experts in education are focusing on the role and importance of the teacher training curriculum and know its reform of priorities of the each education system (Aghili, 2013). Therefore, given the importance and necessity of this affair and also the need to foster required competence and qualifications of the teachers, to review and to develop the curriculum for the internship becomes clear. Now the question is in developing curriculum of the teaching experience which goals should be considered to prove the earning of good behavior and according to the same question, researchers with the lived experiences of the professors and successful teachers to develop the goals with the study of phenomenology has been necessary the teacher's attention to these goals.

2. Method of Research

This research has been designed and implemented as a quality study of phenomenology. The purpose of the phenomenological research is to understand the basic and major structure of phenomena of the human experience through the analysis of the participants' oral explanations (Kohestani & et al according to the Berne, 2009). Selection of the participants in this research has been purposeful which is used in the qualitative researches. In this study, sampling continues until the data saturation which data saturation was obtained with doing 9 interviews with successful, experienced professors and teachers with MA and P.HD degrees. Data collection method was the semi-structured interview which were analyzed with the analytical approach. Interview's questions was in the form of re-reply and based on an interview's guide. In order to analyze the data also is used thematic coding method. In this way, interviews' text was recorded completely. After recording, interviews were implemented on the paper which is done coding the data better. Then, was examined line by line and the main concepts was extracted in the form of code. After extracting the initial code, scholar was integrated the codes similar to each other and was placed them in a similar group and for each category was selected the name which has been introduced the code was on that category. In this way, with the formation of the classification the main theme of the study was extracted.

To ensure the accuracy and reliability of the research interviews' text and concepts was extracted of them was returned to the participants which were reviewed and then be confirmed. Meanwhile, in addition the researcher, two of the

teachers who are familiar with the qualitative research are reviewed texts and concepts which approximately 90 percent was exist consensus about concepts. As well as, the results of this study have been provided for other successful teachers who did not participate in the project which are confirmed them based on own experience.

3. Findings

The main element of the curriculum is objective. Without objective learning process does not make directional growth of the learner. This element is so important in the curriculum which without it can't be decided in none of the curriculum steps (Maleki, 2012). The findings of this study after the removal of the shared codes, 31 conceptual codes is extracted which represents the lived experiences of the professors and the successful teachers in curriculum goals of the teaching experience. Based on the main concepts, the aim of this program is appointed the development and excellence in the teaching identity which is available through the formation of the traits, abilities and skills (competencies). Its partial goals also were classified in the three main components of knowledge and insight, all-round development of the natural talents, cognitive space (core knowledge) and 5 sub-component which is shown in the figure 1.

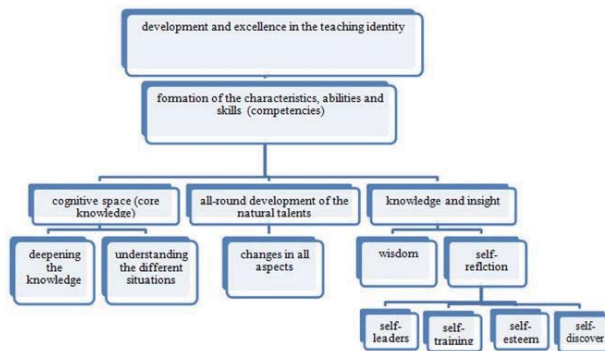


Figure 1. Curriculum goals of the teaching experience based on the lived experience of the successful teachers

Identity totally is the outcome of the optional interaction of the human with series of the influencing factors and barriers of his existence which is formed gradually in the form of a combination of the insights, beliefs, trends, decisions, ongoing actions (individual and collective) and their gradual effects and is changed in this method. Hence, the result of the distinguishing characteristic of every human being at the end is the product of the acquisition of some traits and abilities and skills by himself and hence not only is not fixed and preset issue, but also more than anything is the effort and success of the person in the light of God's will and God's kindness and of course to some extent influenced by the natural conditions of the life and cultural, economic and political system of the community (document transformation, 2011).

3.1 Knowledge and insight

Concepts is extracted from interviews in this main theme has 4 conceptual sub-themes code as contained in the figure (2).

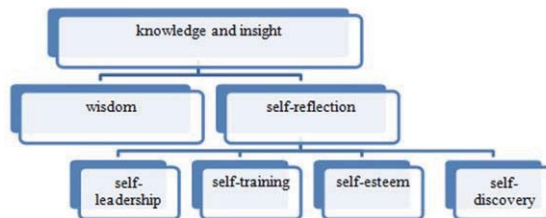


Figure 2 - Sub-theme of curriculum goals of the teaching experience based on the lived experiences of the successful teachers.

Own self is the center of the world of the person and the basic source of all his behavior. What a person thinks about themselves is affecting on all aspects of his life (Kombez, 2000). In other words, every human being is "exist" and "become". Modern psychology sees human beings as a creature which is in struggle constantly towards his perfection. In this way, each person by any means which can struggle to reach himself to the perfection not only for the present, but also for the future. Such an effort is required. The person's need to reach to their merits. This need also is moving of his retention and also of his development (Roof, 2007). Therefore, teacher training should be interested heavily to nurture and to develop its concept in the new teachers (Kombez, 2000). We are looking for to train the wise agent which has this ability which can build different meanings of them in encountering with the situations and with new and different formulation of these meanings is achieving to create new solutions and finally with evaluation the consequences can be measure and assess this trend, be prepared for the future actions and more reflection, and continues the period of the reflection. Shean (1987) is aware of this issue that the creation of the these creative and innovative abilities to deal with the specific situations and complex operations is not a simple linear process which is effective by learning and applying the principles is extracted from the scientific researches, rather the process of reflection is complex, general and finder way process which Shean is using the metaphor of art to express the complexity, totality and the creative appeal of it. In the proposed knowledge of the Shean, professional art is crystallization in the reflection in the action which is a thoughtful speech with the position of the material is playing basic role to describe professional competence (Emam Jomee & Mehr Mohammadi, 2004). Cognitive psychology is involved human being with the continuous effort towards self-training. The creation of change in himself needs new experiences. Student teacher can be resorted to this self-training through the direct conflict with the action, deep thought in to the root and depth of the events and the observation of the reflections of their behavior, as well as the actions of his students (Roof, 2007). Thinking or reflection (deep thought) is a basic concept in training theories which be accompanied by other implications with own in the field of education. These meaning is included deep thought about the cause and the reasons of the selections and decision making about the ways and the alternative methods of one activity which is expressed in statements such as thoughtful action and thinking in action. Self-reflection, in fact is the thoughtful speech with the situation (Keshtiaray & et al, 2009).

3.2 All-round development of the natural talents

One of foundations of the Islamic educational system is the existence of an infinite and varied talents in the human being which each person can give actuality to them due to the voluntary and conscious of the human's soul in order to achieve a pleasant perfection and or is regulating and controlling their actually impact. Therefore, it can be said the natural and rich talents of the human have the ability to find actually in all aspects and always. Therefore, this functionality and effectiveness should be repositioned in order to achieve perfection and ultimate goal of the human life, otherwise, poor growth of the natural talents and emotions role and uncontrolled desires will be important obstacle in the path of the perfection of human existence. Attention to this affair is stressing on this point which is the fully essential affair in guiding and directing of the optional move of human in connection with this aspect of his life (document transformation). The concepts are extracted from interviews in this man theme is as contained in figure (3):

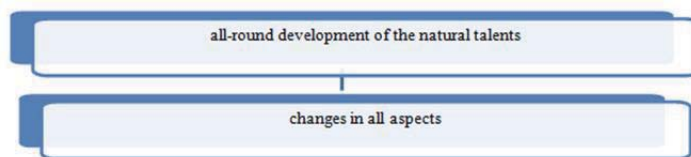


Figure 3 - Curriculum goals of the teaching experience based on the lived experiences of successful teachers (all-round development of the natural talents)

3.3 Cognitive space (core knowledge)

Human being during his life always is taking over in a special situation. Purpose of the situation is the specified status and ratio and dynamism which its understanding and interpretation is the result of the continuous interaction of the person (as a conscious, free and have authority element) with God and a range of the world (the reality of the supernatural, nature and society) in the presence of God. Of course, understanding and change the situation (own and others) with regard to the freedom and authority of the human may be done in the form of pleasant, in this case, should be spoken the understanding of the own and other's situation and continuous action to improve it. This interaction is required first,

cognition to your own and confidence (recognizer and rectifier of the situation), second, knowing and believing in God (the top truth of the covered position) and thirdly, the discovery and establishment of the situation's elements with God. But yet it is possible that human does not understand the actual situation of own and others properly and or in the appropriate change (improvement) does not take the action pleasant efforts (document transformation, 2011).

The concepts are extracted of interview in this main theme has 2 conceptual subsidiary codes as contained in figure (4).

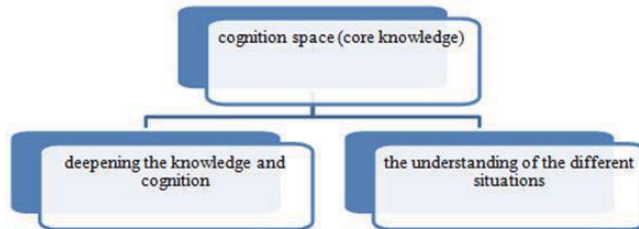


Figure 4 - Curriculum goals of the teaching experience based on the lived experiences of the successful teachers (cognition space)

Teachers are the key element of the education system. The importance of the role and place of the teachers in the education is to the extent that some believe that the adequacy and effectiveness of the teacher is the view mirror of all the competence and efficiency of each education system (ROOF, 1999). So, should be invested for this very valuable element. For this main should be come together theory and action. KOMIZ (1995) believes that training the efficient teacher is requires that to create changes in the perception of the student teachers, emotions, attitudes, beliefs and their implications of own and the world which are living on it and in the meantime, the perception of the student teachers of themselves, namely their self-concept is the most important one and be effective on the all aspects of their lives. Since, the self-concept of the student teachers is an intellectual and internalized affair, change in it if it is possible which they are participate in this process. In other words, to make change in the individual self needs a new experience which is finding a new approach with the help of that person to own. It is obviously that the accomplishment of this affair greatly is dependent to the quality of the curriculum and how to implement them. Curriculum should be help to the teachers to create and fix competencies in themselves. Because what students are earning of specifications, scientific, cultural, social, moral, spiritual, religious competencies and so on is affected by the various competencies of the teachers and certainly any investment in order to train top teacher and to improve the job skills of teachers will be awarded more benefits what short-term and what long-term to the community (SARKAR ARTI, 1999).

The results of lived experiences of the successful professors and teachers shoed that if the curriculum of the teaching experience is running properly and with the modern methods can be created necessary changes and will help the student teachers in the achieving of the desired objectives. In other words, with regard to the objectives of this program can be provided the field of education of the thoughtful people which can increase their professional competence through the learning by doing and action with the deliberation and thoughtful internship and while having a positive attitude to the teaching profession to internalize ethical values of this profession in themselves. Teachers who are researcher, thoughtful and are having the detection and analyzing strength and to assess their position with the review of their performance and to reach a better and more effective understanding and can be shaped their identity. Because the teacher is the main broker of the education and the spirit of the education system and is with his intellectual efforts which be proved the objectives.

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