



Essentials of Implementing a Competency-Based Curriculum in Farhangian University Student-Teachers in Social Studies

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ARTICLE INFORMATION	ABSTRACT
Article type Original research Pages: 23-27 Corresponding Author's Info Email: Jahangiryari17@gmail.com	Background and Aim: Competency-based curriculum is one of the new approaches in the field of education that can provide the basis for the growth of learners; Therefore, the main goal of the current research was to identify the requirements for implementing a competency-based curriculum for student teachers at Farhangian University in social studies. Methods: This research, which is applied in terms of purpose and quantitative and qualitative (multi-method) in terms of method, quantitative descriptive survey method was used to determine the validity of the questionnaire and qualitative content analysis method was used to identify the requirements of curriculum implementation. The data collection techniques were a questionnaire designed to determine CVR and CVI content validity, which was sent to 11 professors of curriculum planning, sociology, and Farhangian University, and 30 items were approved; And after that, during face-to-face and telephone interviews, interviews were conducted with 9 professors of sociology, curriculum planning and professors of Farhangian University. Data analysis was analyzed using Max Kyoda qualitative data analysis software and coding method. Results: The findings showed that the requirements for the implementation of a competency-based curriculum in the social studies course include: requirements for student teachers to familiarize themselves with their role, emphasis on the central issue, attention to the role of scientific awareness, emphasis on active teaching methods, individual differences of learners, attention to Values and norms, effective interaction in learning, evaluation, development of various skills, attention to social issues, exploration, content of books and research are central. Conclusion: The results of this research can be used for professors and curriculum planners of social studies course as well as professors and student teachers of Farhangian University.
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Introduction

The school period is one of the most important academic years because the habit of studying and strengthening the curriculum is formed during this period. With the right choice, you can create a bright academic and career future. The best solution for choosing the right education is knowing your talents, interests and potential, as well as examining your future education and career. So a conscious and rational decision is the key to success. To have such a choice, using telephone and face-to-face academic counseling services is the best solution (Dashtipour, 2016). Academic counseling helps students recognize their abilities, talents and learning style, plan, choose a field of study and solve educational and disciplinary problems. In this way, they can develop their abilities, use existing facilities optimally, solve their academic problems and adapt to the educational environment (Namdar et al., 2020). Narrative therapy is the process of helping people overcome problems by engaging in conversation therapy (Pain, 2016). This therapeutic process emphasizes the externalization of the problem from the person and sees them as separate parts of the person (Ryan, Edwyer, and Leahy, 2015). A narrative is a form of conversation that connects events over time and, therefore, can show the emotional dimensions of human existence. These conversations can include externalizing the problem, extracting consequences, highlighting new maps and connecting it to the past (Procheska and Norcross, translated by Seyed Mohammadi, 2020). White and Epsom (1985) narrative therapy is one of the most widely used types of narrative therapy (Sharf, 2015).

In the context of education, academic resilience is defined as a high probability of success in school despite challenging and threatening conditions, which is caused by qualities, conditions, and early experiences (Morrison & Allen, 2016). Martin and Marsh (2009) believe that academic resilience is not limited to students with unfavorable backgrounds and conditions, but all students experience some level of poor performance, adversity, challenges and failures in their educational process (Martin & Marsh, 2009). Narrative therapy has an effect on students' academic excitement. Emotions are always present in academic environments (Artino et al., 2012). Emotion is conceptualized as a mental In Education in today's societies is considered as the most key educational

institution in the direction of comprehensive development. It is in the light of education that people are transformed, and it is based on the social and educational system of a society that social order and discipline become institutionalized and the common people move towards the culture of progress and development. Man should find value and his education should be the basis of development. Education is the most important pillar of society planning, and the most key element in the development of a society is the people of that society, who must have a variety of culture, knowledge, and skills (Krimian, Arasteh, Behrangi, Zainabadi, 2018). One of the most important elements of education and training is its curriculum, which should have the necessary proportion in line with the goals, tasks and relevant developments in order to be able to play its effective role. Logically, in every planning, one should constantly look for the way of the plans and revise them if necessary to meet the needs. In terms of its unique features, the competency-based curriculum has received special attention in most educational systems in the world in recent years. According to experts, the strengths of this approach have led to an increase in its use (Dilmore, Moore, and Bjork, 2011). This type of curriculum is often compared to traditional curriculum or content-oriented curriculum. In the content-oriented curriculum, which has a traditional view of education, the acquisition of subject knowledge (Hill & Houghton, 2001), cognitive skills and abilities (Lobanova & Shonin, 2008) and the priority of knowledge are emphasized. In contrast, a competency-based curriculum emphasizes the development of basic competencies needed in social life (Boyatzis, Leonard, Hay, & Wheeler, 1996). The curriculum is based on competence regarding the profession of educational system graduates. According to some research, there are limitations in the social studies curriculum. Social studies in schools is a good opportunity for social studies, which of course, needs to be addressed in most schools, and most of the managers and educational planners are more concerned with subjects like experimental sciences than subjects like social studies. Researchers have investigated the different elements and features of the competency-based curriculum in different subjects and statistical populations, such as nursing, elementary education, master's degree in curriculum

planning, experimental sciences, etc. However, the implementation requirements of the competency-based curriculum in the social studies course at Farhangian University still need to be addressed. Suppose the importance of the social studies course curriculum and the need to provide the necessary competencies for student teachers to learn and teach and the implementation requirements of this course, and that there are limitations in teaching social studies courses. Also, the investigations and research done in relation to the social studies course curriculum do not provide the necessary competencies to the student teachers. Therefore, the main goal is to provide a model of the necessary executive requirements for a competency-based curriculum for student teachers of Farhangian University in the course of social studies, and the research questions are:

- 1- What validity does the designed model of the competency-based curriculum have?
- 2- What are the requirements for implementing the designed curriculum model for social studies student teachers?
- 3- What validity does the designed model of the competency-based curriculum have?

Method

This research, which is applied in terms of purpose and quantitative and qualitative (multi-method) in terms of method, quantitative descriptive survey method was used to determine the validity of the questionnaire and qualitative content analysis method was used to identify the requirements of curriculum implementation. The data collection techniques were a questionnaire designed to determine CVR and CVI content validity, which was sent to 11 professors of curriculum planning, sociology, and Farhangian University, and 30 items were approved; And after that, during face-to-face and telephone interviews, interviews were conducted with 9 professors of sociology, curriculum planning and professors of Farhangian University. Data analysis was analyzed using Max Kyoda qualitative data analysis software and coding method.

Results

It is to determine the implementation requirements for 30 items obtained after determining CVR and CVI. In this regard, face-to-face and telephone interviews were conducted with professors of sociology and curriculum planning and professors of Farhangian University and student teachers of Farhangian University in Abtehrud with research questions and

setting the exact time of the interview. The research questions for the second question of the current research reached data saturation with nine interviewees. Each professor and student teacher mentioned their opinions regarding the necessary implementation requirements for each component in Farhangian University for the social studies course. The output of the software shows that the requirements for the implementation of the competency-based curriculum in the social studies course include: requirements for student teachers to familiarize themselves with their role; emphasis on the central issue; attention to the role of scientific knowledge; Emphasis on active teaching methods; individual differences of learners; attention to values and norms; effective interaction in learning; assessment; Cultivating various skills; attention to social issues; Exploration; The content of books and central research.

Conclusion

Competency-based curriculum is a new approach in education that can provide the basis for the growth of learners. Therefore, the main goal of the current research was to identify the requirements for implementing a competency-based curriculum for student teachers at Farhangian University in social studies. To determine the validity of the designed model of the competency-based curriculum, first a questionnaire was prepared (in the first part of the research) in the field of the designed model of the competency-based curriculum, and then the content validity of its items was asked from the experts; And using the opinions of experts, the CVR and CVI values of the items were calculated and the questions that did not have content validity were removed. The result obtained in this research in relation to the elements of the curriculum is consistent with the findings of many studies. In order to derive the requirements for the implementation of the designed curriculum model, nine professors and student teachers were interviewed and the participants expressed their opinions regarding the implementation requirements for each item. For each of the elements and subjects, requirements were raised by experts and student teachers. A total of 252 codes were obtained from executive requirements, some of which will be described and explained. Also, one of the obtained codes is related to the requirements of using modern tools in teaching social studies. Educational tools and media, and educational aids are accessories of the

learning process and add to the depth and breadth of learning and improve learners' abilities. Media use is undoubtedly one of the most practical and effective tools in learning and facilitating it today. One of the limitations of the current research is that the current research was conducted with a qualitative method; therefore, for the richness of the findings, a consolidated method can be used and the results are tested. Also, since the research sample was limited to a certain region, caution should be taken to generalize the results. Another limitation was that the results of interviews with experts might have some problems, and the results may need to have the necessary depth. Therefore, it is suggested that researchers in the future use the integrated method (qualitative and quantitative) and also benefit from the diversity of experts in the interview. By implementing the requirements related to the components of each element in this study, the senior administrators of Farhangian University can provide the necessary conditions and background to achieve a competency-based curriculum. Another suggestion is that Farhangian University prioritizes the necessary platform for the growth and prosperity of each identified component in its work and educational program. Another thing is that communication with student teachers should be wider than the study time and should continue continuously.

Conflict of Interest

According to the authors, this article has no financial sponsor or conflict of interest.

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