

The Study of Effect Meta Theoretical Curricula's Implementation in Educational Performances of Tehran Universities in Educational Science

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Abstract - This research program to study the application performance Meta theory Education Faculty of Educational Sciences at the University of Tehran in the year 89-88 has been done. The aim of this study is to examine that faculty of Educational Science, the curriculum specialists and executives, to what extent the common teaching of basic and fundamental vision benefit and which has higher priority. The research in this study is a descriptive survey approach. Measuring the validity and reliability of the questionnaire with 30 questions in 4 Meta theories Miller, Eisner, Hunecke, Walker and Questionnaire in the five-choice Likert scale was determined. Was appointed and Based on simple random sampling method and survey a sample of 87 people and then run the data analysis software SPSS 17. Descriptive statistics were used in the indicator of central tendency. In order to determine the relationship between variables in inferential statistics, k- square method was used. Also the Friedman test analysis was used to determine priorities.

The results of the survey questions suggest that Merit-oriented elements in the Miller Performance Training Meta theory Faculty of Educational Sciences at the University of Tehran to other applications. This means that goals in education are used more tangible, more visible and more specific cognitive characteristics.

Keyword - Curriculum, Meta theory, Educational Function, implementation, Educational performance, Tehran University.

INTRODUCTION

At century 21, the curriculum was tried to facilitate at teaching and learning as special domain for conceptualizing problems pertain to human. For this purpose, there are different attitudes that are trying to present curriculum as human structure at teaching and learning course and evaluate it (Fathi Vajargah, 2011).

In fact, curriculum is alive phenomenon and its living are cited as it divides as two classes those points to planning curriculum and some domains that point to other sections that were cited in teaching and learning. And can meet expectations, dreams and beliefs for society.

The thinkers for curriculum domains believe that this program has a strong background and many courses like; psychology, sociology and so on are extracted from this course. Whereas, the concentration upon cases like; learning, research and the studies pertain to growth and human evolution can be important in this course. There are many important cases that pertain to lesson case like; Eisner, Huenecke, Walker, Miller, Pioneer and Hemiyear and someone cites that we can cite it more (Mehrmohamadi, 2011). Today, this methodology can be increase its efficiency and one of the educational problem are planning, and this problem can be site in curriculum and in this respect, there is many problems that the supreme education confronts with graduation and performance for graduation is important. The high volume of contents, non lacking horizontal relation between them and asymmetry curriculum with course can be important. Perhaps, the decline for graduation and none lacking for society needs and another part are so important.

All contents cited above were cited by thinkers and students by

academic and experimental point of view as for a different definition, and it provides that the researcher can play a role of Meta theory for planning course and the performance for students can be important, and we want to know that what is scale of their role? Do people who have significant in this course, can play a different role? Do these members can apply their role for educational performance?

Thus, this research can try to answer to this question and cite meta theory in this field and discusses the effects of planning course upon educational performance by the scientific committee for reducing problems.

FRAMEWORK

Curriculum review shows that in many studies, the role of teachers and administrators in curriculum planning has been considered (Izadi, 2005). Faculty participation in curriculum planning has deep historical roots and it is considered in various specialized works (Guff, 2007). For curriculum planning, experts have proposed various steps that despite the similarities in the type and number of steps, there are differences between their views (Luttuca, 2009, Sturk, 2009, Oliva, 2005, Eisner, 2002). Curriculum topic, set topics and issues such as curriculum resources in the implementation and operation are included. Curriculum theorists have brought about many matters of curriculum components and concepts, interpretation and research case definitions have been provided. These efforts are the first step in formulating theories of curriculum, but should be considered in this process.

Curriculum theory, intertwined set of perception, interpretation and analysis of phenomena related to the curriculum. The phenomenon of the curriculum includes: Overt and hidden curriculum that provides learning opportunities for students in the school and the absence of the curriculum, which can lead to learning issues.

This part of the curriculum by Eisner «null curriculum» has been called (Eisner, 1979). The views expressed by the planning scheme in higher education include behavioural approaches, thematic, social, growth-oriented, cognitive process, humanistic, whole person oriented or beyond. Meta theories are set of interconnected roles

include principles, rules or descriptions about what is both acceptable and unacceptable and it means to explore the principles of a science concept.

For example, a meta-theory may change the shape and make a change or a new way to better understand a subject or topic is raised. Curriculum is presented in the literature that the most important and most diverse Meta theoretical curricula’s this classification examine the theories of curriculum:

Table 1: Meta theories’ factor

Factor						Meta Theories’
Merit Orientation	Cultural Orientation	Subject Matter Orientation	Growth Orientation	Cognitive Orientation	Purposeful Orientation	Miller
	Social Adaptation and social Reconstruct	Curriculum As Technology	Personal Relevance	Academic Rationalism	Development of cognitive processes	Eisner
		Describe scientific and scholarly Curriculum	Conceptualization Curriculum	Curriculum Design Theory	Rationalize Curriculum	Walker
		Theories of Curriculum Legitimization	Structural Curriculum Theories	Process Theories of curriculum	Conceptual Model	Hemiyar
			Re conceptualists	Conceptual Empiricists	Traditionalists	Pioneer
			Substantive	Generic Theorizing	Structural Theorizing	Huencke

OBJECTIVES OF THE STUDY

The objectives of the study are to determine the effect Meta theoretical curricula’s implementation in educational performances of Tehran universities in educational science: (1) to study and identify the scale of cognitive process upon educational performance; (2) to study and identify the effect of conceptualization upon planning course; (3) to study and identify the function of orientation system upon

educational performance; (4) to study and identify the scale of generic scale upon educational performance

MATERIALS AND METHODS

In all research performed in the field of human sciences and education domain, the aim is to determine the relation between phenomenon and different events. Therefore, for reaching this aim, we have to evaluate the relation between the systems and the variables. One of the important methods is its methodology. As for this aim and evaluation for this system, we can find the variables that for this research and the descriptive method is basic. In the present research, collection data was performed based on asking questions that confirmed before and, the descriptive method is evaluative.

Statistical society:

Statistical society consists of the scientific committee from educational universities at Tehran and between 10 universities like; Alame Tabatabaee, Tehran, Alzahra, Shahid Rejaee, Shahed, Payeme nour, Research and science branch for Islamic Azad University, Tarbiate Moalem and Tarbiyate Modarres at 2009-2010 total 116.

Volume sample statics:

For determining statistics sample, there are different methods and was used from Morgan table and based on this table, number of sample people is 87.

Sampling:

At sampling method, it was used simple randomly sampling as well as occasional method. For this purpose, the list of the scientific committee was prepared and after coordination the meeting was appointed and, the day that the scientific committee has to respond to questions was counted Referred at universities. At first, as for conditions and limitation for time, the questionnaire distributed and

the remained were removed. In this field some of the professors were not available and, at last, the 87 questionnaire were collected.

Tools for collecting:

The questionnaire was selected as only tools for collecting data. Usually, it is estimated that the data derived from the questionnaire are a reflection of mind networks for orientation and, relation between individuals. At this field, there wasn't questionnaire and it was necessary to regulate questionnaire based on Lickert scale. Thus, the questionnaire was prepared that consisted of 30 questions at 5 options as if 5 (very much) and 1 (very low) is displayed.

Statistical method:

In this research, for determining the scale of meta theory upon educational performance for the scientific committee, the variables like average, display, mode deviant and abundant table and at analyzing data, it was used two single Spearman correlation factor and one way variance. In this research, the depend and in depend variable were integrated and, scale for evaluation were not different that is indispensable. Used from non parametric variable. In this test, there are many parameters that used from Friedman test. This test is similar as test F and based on minimum average evaluation.

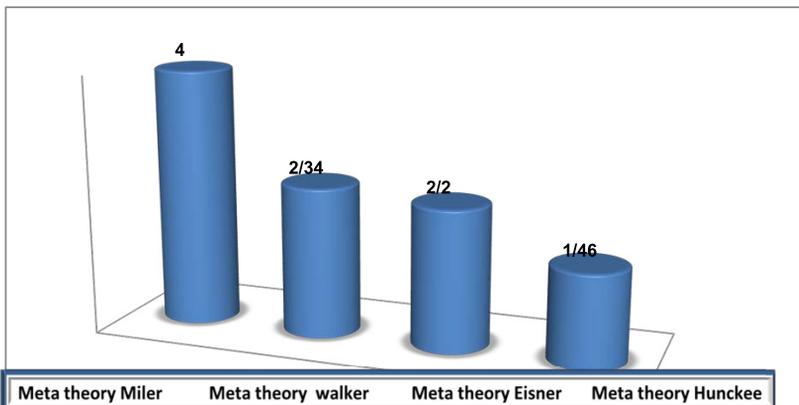
RESULTS AND DISCUSSION

For the first question that what is scale of orientation systems upon educational performance for the scientific committee? The results derived from Spearman correlation show that the members attention to individual differences, use of educational idioms and believed that the skilful learner has valuable and, he can find many values from this aim for studying and teaching. Between Meta theory for Eisner, miller, Huencke and walker, there is converse relation between medium average that is the people with another relation can find many variables that use from Huencke relation with variable (-0/45) and walker variable(-0/42) that confirm this variable. As displayed, the

scales of two calculations have many effects upon suitable orientation and planning course for the scientific committee based on Miller Meta theory.

Table2: Miler result

Chi-Square	49/95
Df	4
Sig.	0000



For the second question what is the scale of generic variable for planning course upon educational performance for the scientific committee based on Huencke variable? The results derived from Spearman correlation show that generic variable for planning course has low effect upon educational performance for the scientific committee. This Meta theory cites that we have to give more attention in freedom, awareness, personality, thoughts and feelings for the learner. They believed that education all respects and transmit many values. But, as what happened at education learner and controls him, thus it can be cited as a new field.

Based on the results derived from Spearman generic variable, there is converse relation between its variables used by the scientific committee for Tehran University. As displayed, the number of its scale

shows that generic variable influences upon educational performance.

Table 3: Huencke result

Chi-Square	18/115
Df	4
Sig.	0/001

At question three, that what scale of cognitive process influences upon planning course? The results show that the cognitive process has low effect upon Eisner Meta theory for educational performance and this variable can influence another part that Eisner believes that this method can be suitable in this region and can enhance logical process. This capability can help to learners that enhances their learning. We can consider the problem and don't consider it between lesson processes. At learning process, there are 4 theories based on their results, there are direct relations between them and as displayed, the number of chi-square shows that cognitive process influences low upon Eisner Meta theory.

Table 4: Eisner result

Chi-Square	23/747
Df	4
Sig.	0.000

At question 4, that to what scale, the conceptualization curriculum walker Meta theory influence upon educational performance foe scientific committee?

The results derived from Spearman correlation show that the scientific committee had located walker variable based on John dewy thoughts and believed that curriculum have to solve their problems and enhance the methods for thoughts and apply it in educational cycle. The most important point that was cited is the students consider their problem and their professors play a role of directors. Because the most important question is applying direct answers and considering

curriculum as new filed at educational performance; thus they believe in critic and discussion of problems.

It is derived that based on results from Spearman and conceptualization for Meta theory walker, there is a direct relation between them that is the persons use it, utilize from two theories. As displayed, and as for the number of K-square, it shows that educational performance for the scientific committee at Tehran universities, they exploit average of conceptualization variable for curriculum.

Table 5: Walker result

Chi-Square	17/310
Df	2
Sig.	0/002

CONCLUSIONS

General concluding after discussion 4 generic variable, cognitive process, suitable method and conceptualization at 4 theories like; Huencke, Eisner, Miller and Walker is explained that the members of the scientific committee used Miller meta theory more at their educational performance and the more their studying scale were based on attention to individual differences, lowering subject parts at studying and increase awareness for people who involve at universities and this research shows that this application has theory base. The result shows that the scientific committee members of Tehran universities confirm upon suitability in their educational performance. Of course it is not that they don't use another theory but, their activity is confirmed this Meta theory. The results pointed in non parametric test for Friedman that confirms that miller Meta theory has more priority than other Meta theories.

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