

The feasibility of creating a "Geography mobile field of study course " in Farhangian University

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ABSTRACT

Currently, geography education is done in the "fixed field of study course " method, the weaknesses of which are the uniformity of the teaching-learning environment and the tendency towards theoretical education. The purpose of this article is the feasibility of creating a new way of teaching geography under the title of "mobile field of study course" that can compensate for these weaknesses and become the brand of Farhangian University. In this study, the country of Iran is divided into 4 regions and it is suggested that undergraduate student-teachers spend each year of their education in one of these regions and conduct both theoretical and field studies in that region. In order to evaluate the feasibility of implementing this practical idea, a qualitative research method was used in the triangulation method. The statistical population includes student-teachers, professors, and managers of 8 girls' and boys' Branch of Farhangian University, who were teaching the geography department during the years 2018-2022. The statistical sample was selected using the non-probability snowball sampling method and the structured interview was continued until the data saturation stage with 18 student-teachers, 15 professors and 9 managers and qualitative analysis was done in the form of MAXQDA2008 software. Re-coding and participants' feedback have also been used to validate the data. Based on the findings of this study, increasing the educational efficiency and social growth of student-teachers is one of the most important opportunities and their family and transportation problems are one of the main obstacles in the way of implementing this plan. It is suggested that in parallel with the implementation of the current method, a course in the proposed method is also held and its results are compared.

Keywords: Farhangian University, feasibility study, branding, geography field, constructivist approach.

Introduction

Nowadays, new methods of education through dealing with interactions in the environment and gaining experiences have been taken into consideration and their effectiveness has been proven (Kwan & Wong, 2015). Diverse environments provide the basis for the optimal implementation of educational programs by providing the platform; Therefore, it has been emphasized that these spaces should be informative, thought-provoking and creative (Dastghib Parsa et al, 2021). The country of Iran is as large as one third of Europe and 17 countries of this continent, and each part of its environment has unique characteristics in terms of roughness, climate, flora and fauna, tourism, industry, agriculture, residential and (Aryapour et al, 2012). If it is possible to improve the environment of teaching geography from the university classroom to the size of the country of Iran and plan in such a way that geography students can travel around Iran during their 4-year study period and directly experience the phenomenon to observe and experience natural and human phenomena, it will undoubtedly have a significant impact on their professional future.

The purpose of this research is the feasibility of implementing this method of education in Farhangian University, which has not been done in our country so far, and if it is successfully implemented in the field of geography, it can be applied to some other fields. The education of this university, like history and social sciences, has spread and become a unique brand and advantage for this university.

1-What are the weaknesses and shortcomings in the current method of education in the style of " Geography fixed field of study course" in Farhangian University?

2-What strengths and advantages are there in the current method of education in the style of " Geography fixed field of study course" in Farhangian University?

3 -What opportunities and facilities are there in the implementation of the proposed idea of " Geography mobile field of study course" in Farhangian University?

4 -What threats and obstacles are there in the way of implementing the proposed idea of " Geography mobile field of study course" in Farhangian University?

5-Is it possible to implement the idea of " " Geography mobile field of study course" in Farhangian University?

Literature Review

The constructivist approach has been proposed since the early 1990s. The main message of this approach is that knowledge is not transferred to the learners, but it is the learners who create the knowledge for themselves. Followers of the constructivist theory argue that because the real world often presents complex issues and situations to learners, educational environments should also confront learners with such issues and situations (Duffy & Jonassen, 1991). According to this view, learning is formed as a result of the interaction between the individual and the educational environment (Wilson, 1996).

The impact of educational environments on the progress and efficiency of students has been the focus of researchers over the past years (Fraser, 2015). Christian Ortiz, the old and inflexible structure of the universities have not advanced and updated in line with technology and do not have the possibility of preparing students for life in the 21st century. According to the students-teachers of Farhangian University, one of the most important weaknesses of geography education in this university is teaching in a closed classroom environment and professors' emphasis on theoretical methods. Science outside the university was foreseen, but it was not organized well and its educational environment did not have the necessary dynamics (Sadeghi, Mir Sepasi, 2019).

Methodology

This applied research was conducted using a qualitative method, a phenomenological method, and based on a triangulation plan. The statistical population of this research included three groups of students, teachers and professors of geography education and managers who attended girls' and boys' Branch in Tehran, South Khorasan, Khuzestan and Alborz provinces between 2018 and 2022. Non-probability snowball sampling was used to obtain a statistical sample. Therefore, from each of

the above-mentioned 8 Branch, at least one person from each of the three studied groups was involved, and this work continued until the theoretical saturation of the data; In such a way that the number of students, teachers, professors and managers reached 18 people (8 women and 10 men), 15 people (7 women and 8 men) and 9 people (4 women and 5 men) respectively.

The interviews were semi-structured and conducted over the phone. Data analysis was done by interview content analysis and based on opinion (Krippendorff, 2013), including data collection, data reduction, inference and analysis. MAXQDA2008 qualitative analysis software was used to analyze the interviews. Also, the method of recoding and participants' feedback was also used to validate the data (Gal, Borg & Gall, 2008).

Findings

The student-teachers of the field of geography education have considered the most important weaknesses of the current teaching method in the long period of stay in a campus and the boredom of the student teachers from the environment and the failure to meet their expectations from studying in the field of geography. Geography professors have also summarized the weaknesses of geography education in the limited field training in the field of geography education, the lack of educational tools and equipment, the small number of professors, and the involvement of student-teachers in non-curricular activities. The administrators of the Branch are also the weakness of the Branch in training teachers according to the education transformation document, the daily life and monotony of student teachers' lives, poor social development due to limited social interactions, the habit of spending time and periodic meetings, superficiality about Social issues are considered to be existing problems due to looking through the lens of virtual space and the predominance of ethnic thinking over nationalism.

The existing conditions of Farhangian University Branch also have various advantages and strengths from the point of view of students, teachers, professors and administrators. Student-teachers look at the issue more from the angle of comfort and well-being that has been created for them and employment in education as a geography secretary, receiving free food and accommodation and allowances during their studies, relatively short distance from home to university. Easy transportation, the prevalence of native and local atmosphere among students and teachers, creation of an informal atmosphere and camaraderie with professors and managers, and the possibility of employment in a second job at the place of study or living are considered as advantages of the current situation. In their speeches, geography professors also emphasized the professional advantages of geography teaching and the sweet, attractive and comprehensive nature of the geography field, the definition of scientific circulation in the titles of this field, the activeness of the geography teaching field in girls' Branch. and for boys in 4 provinces and the presence of professors who are proficient in teaching geography and local environment are among the advantages and strengths of this field in Farhangian University Branch. The managers of Farhangian University Branch have also considered the mission-oriented nature of Farhangian University, the support of education and training for student teachers, and the mutual recognition of managers, professors and student-teachers from each other as the strengths of the geography teacher training method in Farhangian University Branches.

Student-teachers consider their youth and risk-taking at this age as a good opportunity that is being lost and can be considered as a basis for the implementation of the " " Geography mobile field of study course" The professors also pointed to issues such as the diversity and dispersion of geographical phenomena in the country of Iran, the experience of living in different regions and provinces, studying in several Branch and benefiting from more diverse professors, the possibility of communicating with the authors of textbooks. , the success of similar experiences for soldiers, increasing satisfaction with education, creating an opportunity to acquire life skills, branding a new style of education in Farhangian University, the multiple efficiency of this education method compared to the current situation, regarding the implementation of this plan. are interested. The directors of the Farhangian University Branch in their interviews said that the implementation of this project was possible due to the relative freedom of action of the Farhangian University in developing its own curriculum, the integrity of the rules governing all 64 Branch in all provinces and the existence of dormitories. student facilities and free meals in them, the possibility of benefiting from the facilities of the Ministry of Education (such as teachers' houses, boarding schools and training camps) and the existence of minimum legal capacities in the form of party plans and They have considered a transfer as one of the available facilities for the implementation of this plan.

The problems and limitations expressed by the student-teachers are mostly related to the problems of married women in relation to family matters, and the opposition of the husband and his family, the possibility of pregnancy or having children have been raised as the most important problems and obstacles. The geography professors also mentioned the upcoming threats for the implementation of this plan, including the lack of legislative history for this issue and the time-consuming nature of its formulation, the lack of means of transportation in the Branch, the possibility of road accidents, the tendency of student-teachers to have known virtual education. The administrators also pointed to issues such as the large volume of admissions to Farhangian University and the priority of quantity, the desire of the officials and lack of interest in taking risks, the resistance of the administrative staff to the addition of duties and the problems of providing financial resources, the implementation of this plan is accompanied by problems. have known

In total, 73% of the student teachers, 68% of the professors and 57% of the managers interviewed considered it possible to implement the teaching method of " Geography mobile field of study course".

Discussion and Conclusion

If the situation of each of the Branch of the 4 provinces with a department of geography is compared to the universities of the same province, their weaknesses are evident in the lack of space, professors and facilities, but if this university is integrated and to be studied on a national scale, the set of these 4 Branch has facilities beyond many universities.

Suggestions

It is suggested that parallel to the current " Geography fixed field of study course", the method of " Geography mobile field of study course" is defined as a course and entry into it is also voluntary. Also, this freedom of action should be given to student-teachers so that if a group of them wants to change from one of the mentioned methods to another, this opportunity will be provided.

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