

Comparative assessment of synergistic constructivist curriculum of interdisciplinary courses (Farhangian, State (national) and Islamic Azad Universities)

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ABSTRACT

Synergogy is a model derived from the constructivist approach in which knowledge is presented through collaborative, group planning and active involvement. This research, with a practical purpose and survey method based on comparative comparison, has investigated the curriculum planning model based on the synergy of interdisciplinary courses in three different universities. The statistical population of the research includes 85 students studying in three Islamic Azad Universities, national (state) and mission-oriented Farhangian University. The method of data collection was library-documentary and field, which was obtained in the field method by using David Lebo's constructivism questionnaire and specialized psychometric analysis of the research data, and then using t-statistical and a posteriori statistical models to analyze the data. The results show that the model of synergistic construction for the interdisciplinary course of urban geography, despite the similarity of the content, source and course headings, is different from each other and has a significant difference from each other. The results of the a posteriori statistical model show that the 8 indicators of participation, independence, creativity, deep thinking, active involvement, personal communication, collectivism and evaluation style function differently in the studied universities with a confidence coefficient of 95% and a significant level. Less than 0.05 is significant. At the same time, the implementation and evaluation of the statistical society of the constructivist synergistic model in Farhangian University is more favorable than the other two universities, considering its education-oriented mission.

Keywords: Synergogy, constructivism, curriculum, urban geography, university.



Introduction

The student-centered educational method is rooted in the school of constructivism. This approach follows the learning space in a collaborative framework and comprehensive involvement in education (Demircioğlu and Cagatay, 2014: 3120). Active and cooperative learning is an effective educational method that causes more learning, longer retention of information, and more enjoyment for the learner from the class (Altonlee, 2012:228). In describing the constructivist approach, David Lebow and Wager consider the three key levers of encouraging the learner to participate in the learning process, ensuring that the learner is transferred to necessary situations, assessing constructivist learning, and considering learning activities to be self-directed and the development of metacognitive abilities as the basis of work. puts (Lebow and Wager, 1994: 2). It is a synergy that, by enabling learners to acquire written knowledge, creates the conditions for increased involvement inclusive commitment, and the necessary motivation to acquire education (Ewenes, 1986: 250). The main question of the research is how the approach of synergistic constructionism has worked in three universities and in which university is this alcove more applicable for joint courses.

Methodology

In terms of the purpose, the present research is applied research and evaluation with a survey method based on the comparative comparison approach. The collected data were implemented in spss27.1 software, and according to the normality of the data, the statistical model of t-test and Sheffe's post hoc model was performed in one-way variance (ANOVA) for data analysis. The research is based on the theory of five preliminary values of constructivism by David Lebo, which includes eight indicators of constructivism including participation and cooperation, personal independence, creativity, deep thinking, active involvement, personal communication, collectivism, and evaluation style with 40 items as the basis of the research. The statistical population includes 85 students with a common urban geography course.

Findings

- The attitude of the students on the non-constructivist, non-synergistic, cognitive, and behavioral indicators of the urban geography course shows that this model is not a suitable way to present the educational content of this course.
- In the spider radar, the status of non-constructive indicators tends towards the center and is a sign of lack of favorability.
- The average difference of the synergistic constructivist indicators of the urban geography course in all three universities is higher than the normal limit.
- The spider radar of constructive indicators shows that despite the unbalanced curve of universities, the trend of the indicators is towards the periphery of the radar (favourability).
- The indicators of synergistic constructivism with a confidence factor of 95% and a significance level of less than 0.05 have an average difference higher than the average.
- The synergistic constructivist indicators in Shefe's follow-up model show a significant difference between the studied universities to implement this model in urban geography education.
- The comparative comparison of the universities showed that the constructivist approach with the synergistic model of the urban geography course works differently despite the similarity of the title, heading, and source of the teaching method.

Conclusion

A pairwise comparison of universities shows that different indicators of constructivism in different universities work differently. So, in some indicators, Azad University, in another state university, and some Farhangian Universities have more relative importance on the comparative scale. The pairwise comparison of universities in the follow-up model with an acceptable level of significance shows that the average difference between Farhangian University and the other two universities is higher and the tendency to implement this model is higher according to the type of its mission. In general, what can be stated as the general result of this research is that the difference in the structure of universities and the type of their mission has an effect on the degree of tendency of its academic community to new educational approaches such as constructivism approach

with synergistic model. In addition, the tendency of the scientific community of universities (from students to professors) emphasizes the desirability of the synergy method in optimizing the education system and curriculum planning.

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