

CONSIDERATION OF THE SATISFACION QUANTITY OF
THE PUBLIC LESSONS COURSES IN THE HUMAN SCIENCES
FACULTIES, FROM THE VIEWPOINTS OF ISFAHAN
UNIVERSITY STUDENTS AND AZAD UNIVERSITY
MYMAH UNITY

Rezvan.Shirmohamadi *

Zohre.Saadatmand**

Abstract

According to the public curriculum place, the role and it's effective in high education ; as well , it's particular importance in the training idea and foster , in this lesson very tangible .to review the objective and content topic's. This research has followed the solution work to investigate the promotion of program and public curriculum the reliable science source, students idea of Esfahan university and Azad university Mymah university have been used. In this method the measurement descriptive surrey is used and the entire population , undergraduate liberal arts college (4000 students) respectively .The sample size for students is provided by Kukeran sampling formula (352 students) the package of questions for responses , was the instrument of collection data .Cronbakh Alpha reliability coefficient was estimated at 81%.The main questions of researches have followed as bellow: how much the satisfasction quantity from public lessons was ? The quantity on the basis of competition for public lessons has investigated due to the point. the improvement of promote public education in terms students were surveyed .On the basis of the obtained results , the amount rate of public lesson on satisfasction students were lower than intermediate level . And it's showed that there in no significant difference on their view points

Keywords: Public lessons , high education, students.

* Department of curriculum development, Mymh(Isfahan) Branch, Islamic Azad University , Isfahan , Iran

** Department of curriculum development, Khorasegan(Isfahan) Branch, Islamic Azad University, Isfahan, Iran

Introduction

Synchronous with the increasing human knowledge and awareness of the sensitivity and the importance of education and the appearance of complex social structures, the education system of casual shapes and traditional systems leaved to lawful and among these lesson plans get more realistic police purposes too[1]. In the history of high education curricula, a lot of opposition and agreement has performed on the role and position of the general curriculum alongside the specialized curriculum of universities. Although the position of the presence and activity of this segment of the program officially on the curriculum of high education does not have much dating oldness but generally had a specific position and numerous comments regarding the qualitative and quantitative dimensions it is raised In spite of the opposite opinions than to put the public sphere in curriculum of high education it can be given an important role in the education process and comprehensiveness to fruit growers in all specialized fields including Humanities, science, engineering and medicine plays, the most important part of the gamut of higher education and deemed of higher education in the realization of the goals of the Bulls [2]. Due to the differences of structural similarity in the university curricula of different countries in this part of the curriculum as well as a variety of diverse content and can have seen [3] in some of the world's public university curriculum in the optional course units will be introduced to students to select it according to their needs. In some other universities, including the University of Iran in this unit are completely defined and limited offer, and this is the kind of diversity that condition basically depends on several factors. Regardless of the factors create diversity in the general curricula the important thing is that the public sector is an important part of the curriculum has emphasized .lesson plans High education and the need to deal with the day to day. Expressing this matter that the world today in addition to the specialists of the professional expertise to the individuals needs the information and the ability have a public importance enjoy public courses several times smart [4].

Public education regardless with it owns oppose and in the history of the curriculum high education has fined as a reality; but its quality and quantity has varied in different times.

Brubakher in the book high education philosophy "expresses that the Root" of public education in high education liberal education "He that comes from the times of Greece and Rome has returned to.

Education liberal was special for free humans and slaves and workers don't have the right of such education have not been in class society number of free men were little and liberal education as well as period of training that has been very little number of enjoyed it and merely humans could spend free a part of the time to civil life and management and leadership and the government. Public courses in the curriculum as part of inseparable and essential element of the curriculum in high education has been known as a system. For instance about 85 percent of the American universities and students are obliged to complete the public training completed its-Stark 1996. In this regard Bowyer: Public education when it is meaningful that show us that we are either an individual or as a citizen we are identified.

On one hand all things unique and on the other hand a part of the progress. This level of understanding can be considered as through the joint lessons in between courses facilitate varied [5]

In connection with the subject of the present research study investigation has done that for example to some of them are mentioned:

1-the results of some studies in different countries and European American has indicated that public education curriculum have its students a substantial.

Among them studying Ernest Bayer and Pascarla and others has shown that the program public lectures the result in a considerable increase in students ability and critical thinking.

Also in this study 75 percent of students in American universities and collage stated that they had the courses in strengthening and learning other lessons to help us and also effective in Hong Kong in line with learning has nationalized [6].

2-(Langerbourg, 2000). with case study "a model for effective lesson planning and lesson programs in review " of general industry and trade increasing need reconstruction to curriculum reform and teaching methods in higher education has stressed to the members of the scientific is in connection with classes and students

The member of high education ,in connection whit many of the needs of their real and identified in reflection of the lesson planning council, play an important role. reflection of real needs and the information in them to provide the curriculum, from the member of the board has made of science a major factor participating in the process the curriculum [7].

3-lack of research and coordination between the courses related to cliff [8] in this regard for improving current situation lesson program public education in the universities recommended that:

- Announcement of clear curriculum goals public to students.
- Creating opportunities for students learning a combination.
- Creating integration between education and life experiences for students.
- provide the field learning experiences and actively involved in the most of the students for the training lessons in classrooms.
- Assessments done for constant evaluation learning and perform quick expriances to students.
- Strengthen and encourage group learning experiences to the students.
- Existence of the enough time and accuracy for courses whit is very important.
- Attention to diverse talents difference in individual and varied learning methods students.

Establish more communications and informal scientific mostly between the professors and students who prevent a lot.

4- Wolf [9] with research as a "model to facilitate lesson planning in high education an nouenced that: an approach derived from the members of the scientific curriculum planners under the protection and on the basis presentation". In this research the production term the curriculum includes lesson plans is a constant process and production.

Many of the production initiatives for the curriculum arises from the members of the board of science that interested in improving the curriculum for learning students. Coronary bed is important for cultural knowledge and special data for decision making to rely on the board of scientific process and promote continuous improvement in the curriculum, attract .Most of this purpose has done with evaluation the curriculum begins. Collect resources include: graduates, college students, new students entrance and the employees and the members of the scientific. In this regard the table includes a point of strength weakness opportunity threats and (SWOT) by the Board of scientific responsibility for producing curriculum is regulated.

Important point is creating cultural bed in which scientific board of the regularly and goals of the programs and the results regularly and experiences have examined.

5-another study(by 2009 Carekoguze) with the title "challenge production and maintain the curriculum innovation in high education, is done.[10]

Among the reasons for the importance of constant revision in curriculum in higher education and attention to innovation in these programs ,is answering to the needs of diverse students and variable and the members of the scientific and on other hand is the necessity of two groups in decisions made in different educational programs and a lesson is felt. . .Some Proposals to advance this research innovation in the curriculum ,are as follows: innovation systematic method to gradually be presented. It is necessary to all of the participants in the performance in company decision making and law for the most progress general agreement, commitment and motivation.

Company executives and support effective programs for program production curriculum to achieve the coherence between its parts ,it is necessary that teachers act as key executive and administrative support enough not only in its initial phases in the curriculum renewal process but throughout courses in receiving to allow changes in teaching of them[11].

With regard to what was said in present research sought to examine the content of the courses students view public to pay.

In this regard question under consideration are:

Level of satisfaction of the courses from the viewpoint public university students University of Isfahan and free person unit to what extent?

Method of research, tools, society, example, method of measuring

Method of this study descriptive survey and tools collection information questionnaire response was closed.

Statistical society all students expert faculty of the humanities (4000) in the Isfahan University and Mymah Unit. The volume of the sample of students with attention formula example making (352 Kukeran).

Results:

What is level of satisfaction from the viewpoint of the courses students public university of Isfahan and person?

Comparing the average level of satisfaction of the courses from the viewpoint public university students with the average person and Isfahan 3 hypothetical

group	The average	deviation Standard	Deviation from the average	t	level freedom	there was meaningful degree
Esfahan	2/89	0/52	0.030	-3/527	296	0/001
Mymah	2/78	0/42	0/067	-3/142	40	0/003

Based on the findings the table Average scores level of satisfaction from the viewpoint of the courses students public university of Isfahan 2/89 and for students University of person 2/78. Absolute value , has been calculated at the table for the students of University of Isfahan and person greater.

Therefore satisfaction of the courses from the viewpoint public university students of Isfahan and person is, lower than the average.

Discussion and conclusion:

Attention to needs of students units refer lesson with the needs of society and public students, surveys of students and professors in preparation and compilation of public courses and courses presented in the form of conditions in time and place and cultural and social and. ...can increase the level of satisfaction with public courses helped to Also lack of reform and in the day of information and content || long term courses in public education | system as well as Cause can be another consent in the absence of students.

Before this Moslemi [12] in a research study in the year 1387 to the amount of content of the courses students public Islamic knowledge in Kerman city that research results the importance of and need to revise and change content in pointing out.

Before the Ashrafi zadeh [13] in his own research as a reviewing public courses graduate engineering "and in 15 magazine" engineering education Iran "published in, by the necessity refer specialized courses needed graduates engineering.

The remarkable results in this research is that the students and the members of the scientific don't need to learning of mathematics and the subject in the lower level of the proposed works students and teachers.

Lack of information and explain lack of effects and practical applications of mathematics in the development of the feeling the absence of need in students and teachers has a special role.

performance of undesirable educational system also in this can be ignored despite. this result on the necessity for increasing learning mathematics and an effective role in the life and in the stressed feeling and need a interest in learning this science for all.

At the end with regard to the results this question can be proposed:

lessons with |: "Management and Programming time", "training of life", "management and planning time", "logical thought and the methods of scientific", "critical thinking skill", "his own skill knowledge of courses included public universities .due to the point of students revise the content and review the manner of teaching were in priority and this show that need to revise courses in public in later content and presenting it in then feel.

And the results of this explain that the students are desire for change and reform public courses which planners and officials must have to this point and have change or reform of these courses students and professors as well as views.

References

- [1] Fathi Vajargah, Cyrus, the principles of planning curriculum published the first, Tehran, Iran Ground publications, 2005.
- [2] Arefi, Mahboubeh (2005) Strategic Curriculum Development in Higher Education.
- [3] Dressel, P. L. Lisle, F. (1969). Undergraduate Curriculum Trends.
- [4]- Brubacher .john (1988). Philosophy of Higher Education.
- [5],[6]- Boyer .Ernest (1987) . College: The Undergraduate Experience in America. Carnegie Foundation for the Advancement of Teaching.
- [7] Langerbourg, T. (2000) : curriculum Development in south Africa universities, pretorial, Pretoria university publication.
- [8] Ratcliff, J.L. (1992). Reconceptualizing the College Curriculum .In :The Journal of the Association for General And Liberal Studies.
- [9] Wolf, Peter (2007) model to facilitate lesson planning in high education annouenced.
- [10] Kirkgoz, yasemin (2009): callenge of developing and maintaining curriculum Innovation at higher education. in www.sciencedirect.com. (2009-10-19).

[11] Justice, Christopher; Rice, James; Roy, Dale; Hudspeth, Bob; Jenkins, Herb
(2009): Inquiry-Based learning in higher education: administrators'
perspectives on integrating inquiry pedagogy into the curriculum. In
www.google.com : high educ journal. (2009-11-16)

Education, New Direction for Higher Education. No. 125, spring.

[12] Ashrafi, (Nezamodin 1381) plan for reviewing public courses graduate engineering.
Engineering Education Magazine Iran, era's 4 15.

[13] Moslemi, Masoomeh (2007) The level of satisfaction of the courses students public Islamic
knowledge in the city Kerman. Islamic revolution bulletin number 14.

- 7-Curriculum revision in educational leadership: An institutional case record and Retrospectives
commentary, Journal of school leadership, Vol. 5., 1995.
- Gaff, Jerry G., Ratcliff, Jamer L., and associates, Handbook of the undergraduate curriculum,
Jossey-Bass publisher, 1996
- Johnson D. Kent, Ratcliff James L. Gaff Jerry G. (2004). A Decade of Change in General.
- Shariatmadari, Ali; the mission of educational and scientific educational centers, publications,
1374.
- Melton, Reginald, Learning outcomes for higher education: some key issues, British Journal of
educational studies, Vol. 44, No.4, 1996.
- Mestenhauser, Josef A., Ellingboe Brenda J, Reforming the higher education curriculum (An
internationalizing the campus), ORYX press, 1998.
- Moen, Jan, Innovation in academic education, Organizational and curriculum development in a
new university programme, Erasmus university, Rotterdam, 1990,
<http://wwwlib.umi.com/dissertations.10/2/200>.