

## INVESTIGATE THE POSSIBILITY OF USING COMMUNITY-BASED EDUCATIONAL CURRICULUM

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### **Abstract**

Present study to determine the feasibility of implementing community-based curriculum of secondary school teachers in view of the 94-93 school year is done. For this purpose, a sample of 340 high school teachers who have been selected through stratified random sampling proportional to size. The data collection tool was a questionnaire. Cronbach's alpha reliability of the study 0/960 respectively. The results showed the possibility of using community-based educational .curriculum is moderate

**Keywords:** curriculum, curriculum, community-based, feasibility, teachers

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## Introduction

One of the purposes of education, training citizens aware of the appropriate scientific literacy and skills to tackle and solve social problems. To deal effectively with the challenges of social, cultural, economic, scientific and moral education system can not be found more suitable.

In the education curriculum that is one of the major role in transforming the education and society. Because education through curriculum is adopted in an effort to achieve the desired objectives. Undoubtedly, curriculum development and reflective view mirror all levels of the education system to meet the changing needs of their communities. Unfortunately, despite the importance and sensitivity of the curriculum in higher education institutions, not enough attention to them (Mehrmohamady, 1387; Barnett and Coati, 2005; Hykz, 2007; Savyn- Baden, 2003), and even attempts to investigate, evaluate, modification, and changing them is not on the agenda (Stark, 1997, quoted by FathiVajargah and Shafie, 1386).

Undoubtedly, curriculum development and reflective view mirror all levels of the education system to meet the changing needs of their communities. Unfortunately, despite the importance and sensitivity of the curriculum in higher education institutions, not enough attention to them (Mhrmhmdy, 1387; Barnett and Coati, 2005; Hykz, 2007; Savyn- Baden, 2003), and even attempts to investigate, evaluate, modification, and changing them is not on the agenda (Stark, 1997, quoted by FathiVajargah and Shafie, 1386).

Sabar (1994) also writes: One of the most important issues in the curriculum of the renewal and revision of curriculum content and teaching methods, and coordination of the changing. Kvbz J. (2003), neglecting the temporal characteristics of the curriculum, including the reasons for the decline in the quality of programs treat. The curriculum planners in the design of curriculum, strengths and weaknesses and the opportunities and shortcomings and weaknesses

of the educational system are considered. New or revised model curriculum reform and strategic objectives of the educational system should be congruity. Most likely, the models developed in other countries, developed and implemented, the adoption and implementation of educational models in order to achieve the desired result is not guaranteed. Therefore, researchers and planners to evaluate the existing and desired course of education, or patterns to design patterns.

There are several types of orientation in the curriculum:

- (1) The subject of the curriculum
- (2) The comprehensiveness of the curriculum
- (3) community-oriented curriculum. In relation to community-based curriculum is the essential points that should be considered in determining the objectives of community-based curriculum.

Between the needs of a modern society there are many social and individual needs of learners compliance. In this model, in addition to considering the needs of the community will pay attention to the needs of learners. The model is based on the student as a source of information on the curriculum, needs and interests, abilities and experiences of students as a basis for deciding whether factors (9) already "above, select the curriculum. The physiological needs, emotional, social, intellectual, learning and curiosity and concern is self-actualization (Maslow's hierarchy of needs). Prevailing in the environment, all of which should lead an active approach to provide students with learning, will be chosen by the teacher in consultation with the student leaders.

*The internal and external research conducted recently that some of them refer*

Abedin, Shahmohammadi and Beirami (1392) examined the role of teachers in the education community have chemical content of science and society issues related

to the environment. So to clarify the relationship of chemistry to various aspects of life and society, especially the impact of the international community, including pollution, consumption, and energy rendition program should be considered. This can make a positive impact on the students' responsibility to create the global problems of today and tomorrow. First grade high school chemistry book in a community-based approach and the dependence between chemistry and society is trying to plan some basic concepts of chemistry Shkarsazd and knowing that it is essential for every citizen, students are familiar with further applications of chemistry in life. On the basis of specific educational objectives of the curriculum of basic ecological approach is predicted. The results of this study indicate that there are too familiar with the educational goals but a good way to teach teachers choose not to be. Teachers' lack of familiarity with resources, training and time consuming internet research methods tend to perform the traditional method is factors.

Mehrmohamady and Mahmoud. (1391) examined the inversion: a new approach to designing educational programs focused on professional training (with an emphasis on education) have paid. One key element of higher education, the curriculum as view mirror all the success and failure of higher education and higher education are the beating heart. But despite the importance of curricula, little attention has been. In recent years, the world has led to important developments in higher education curricula more attention from politicians, researchers and policy makers to take some of these developments include: learning and collaborative learning an emphasis on the on the importance in the higher learning teaching, curriculum and practical, customer-oriented university, knowledge and know-body style, combining theoretical and vocational education and problem-based curricula, and more. So one of the approaches to curriculum design is presented as a result of recent developments Inverted curriculum is a combination of practical and

theoretical knowledge and clinical transplantation, workplace and classroom, a new learning environment draws. Which aims to SDL, lifelong learning, respond to real issues, and develop problem-solving skills, creative thinking, critical thinking skills and problem finding and problem management students. This approach has four model years, term, semester and a half month run.

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Schein (1972), four types of orientation change arises in professional education: vocational schools vocational training to enhance flexibility in the various paths do.

Phases of flexible vocational training pathways,

Cross-discipline curriculum in several disciplines in modern professions to be ;more responsive to new social issues.

Full integration of behavioral and social sciences curriculum in professional and applied knowledge in the knowledge base.

Barnett (2000), the activities of individuals and organizations, the complexity increases. Organizations not only to the knowledge created by professors and researchers, but also based on the knowledge gained from experience.

If you are seeking higher education to serve the knowledge-based society and wants to help its development, the relationship between the strings need to be held accountable, as, a string of, it does not cover the everything that it wants demands and (Dlanty, 2001).

Students and universities are not exactly the same, only the consumer's knowledge about their relationship with the student's curriculum. The service-oriented

universities are universities that are intended to respond to the needs of society (Jdool and Blaznvt, 1389).

Savyn- Baden (2000) writes: In recent decades the government and people of higher education is increasing pressure into goals and the results of the review are learning to respond to changing needs of society and move towards a customer-oriented model. So, in most societies, the market demand for skills training tailored to the needs of a changing society, overcoming the theoretical With regard to the question under consideration is what was said values and the theoretical and practical values have increased at (Mehrmhmdy, 1388).

*With regard to the question under consideration is what was said*

Possible implementation of community-based training curriculum to what extent?

#### *Research Methodology*

The objective of this research is descriptive method because it pays to check the status of variables In terms of running field. When the cross is in the form of quantitative data and collect data in the field and through questionnaires.

#### *Statistical Society*

The population of this study consisted of all teachers who teach in secondary schools in Isfahan in the academic year 94-1393 the total number of undergraduate education, according to city management education to 4668 persons.

*Sample size*

Since the variance of the population included in this study were unknown a preliminary study on a group of people, it was necessary to determine the variance of to this end, a group of 30 subjects were randomly selected from the target population and a questionnaire was distributed among them, and then extract the data from the response of the group, subjects were assessed using Cochran formula. The population is limited to a small number of variables of the formula used.

$P = \text{Mean observed} \div \text{Number of questions} \times \text{Maximum score questions}$

$P = 0/60$

$Q = 0/40$

$t = 1/96$

$d = 0/05$

$$n = \frac{\frac{(t)^2 (Pq)}{(d)^2}}{1 + \left[ \frac{1}{N} \times \left( \frac{(t)^2 (Pq)}{(d)^2} \right) - 1 \right]} = \frac{\frac{(1.96)^2 (0.60 \times 0.40)}{(0.05)^2}}{1 + \left[ \frac{1}{4668} \times \left( \frac{(1.96)^2 (0.60 \times 0.40)}{(0.05)^2} \right) - 1 \right]} = 340$$

*Sampling method*

Sampling is making abstract class in accordance with the volume of. In this case that of the separation of the schools girl schools and boys schools done by random selection and then the teachers were chosen by random and questionnaire of the research at their disposal was given.

**results**

The implementation of the method of training the curriculum to the axis of the society what is the amount?

Table 1 summarized the results of each test for an example of the implementation of educational methods the curriculum the axis of the society

Test Value = 3			Standard deviation	Aver age	Cou nt	
Sig.	df	t				
0/225	339	-1/216	0/85	2/94	340	<b>Community-based curriculum, teaching methods</b>

Results Table 1 shows the possible implementation of community-based training curriculum significantly ( $p < 0.01$ ) is higher than average. This finding suggests the possibility of using community-based educational curriculum is moderate.

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