

EVALUATION OF DIFFERENCES
BETWEEN RESPONDENTS' VIEWS ABOUT THE BENEFITS
OF COGNITIVE TRAINING CURRICULUM BASED
ON INNOVATIVE TEACHING EXPERIENCE

Monireh Darestani¹

Dr. Farhad Shafipour Motlagh²

Dr. Fazollah Yazdani³

Abstract

The present study to determine the respondents' views on the benefits of cognitive training curriculum has been innovative in terms of teaching experience. For this purpose the statistical community of the primary school teachers in the study area of Qom that the number of teachers in the statistical community was estimated at 188 people. The results showed that low F value and the value of sig. P-value is the same as in questions 26 to 33 makes the assumption of the advantages of teaching experience is highly ineffective, but in other cases the impact.

Keywords: creative curriculum, teaching, teachers.

1- Department of Curriculum development, Meymeh Branch, Islamic Azad University, Meymeh, Iran

2- Faculty Member Department of Curriculum development, Mahalat Branch, Islamic Azad University, Mahalat, Iran

3- Faculty Member Department of Curriculum development, Meymeh Branch, Islamic Azad University, Meymeh, Iran

Introduction

Education and identify talented and creative in every period of history has been the goal of education because creative people who manage the enormous progress of medical sciences literature and art... They owe their efforts to advance civilization in all human societies are responsible. With the advancement of science and technology to achieve these goals and aspirations, although much has yet to be riskier.

In parallel with the development of science in various fields such as psychology, sociology and anthropology, man learned that these factors pose new problems for individuals and communities.

Expressed problem

Creativity is a rewarding talented creative individuals will change the dynamics of a society. The point of view of Islam, the human being is creative martyr Motahariin the book "nature" creativity and innovation has introduced Swath makers of sacred natural tendency is believed that the desire of every human being, there are wants, be creative.

Shell theocracy says "a creative act, a universal trait, and everyone can enjoy it."

On the other hand, in the present study, the impact on the development of innovative curricula taught in elementary schools review.

Creativity is extremely complex. Many books have been written about the psychology of creativity, but on the impact of the development of training curricula quantity less creative writing published. It is clear that before a person can do creative work, to the knowledge of the curricula, methods have become familiar. Definitions of creativity shows that some of the personality traits of people, some in process and product innovation have some results By definition, the creative use of mental abilities to create a new idea or concept. By combining the ideas of continuity between the ideas from the creative minds of the features considered.

We see this problem on the effect of development education in innovative curriculum elementary from the perspective teachers elementary education and asked if it is possible to provide necessary solutions we.

The internal and external research conducted recently that some of them refer Alizadeh (1386) to evaluate the effectiveness of creativity training of unemployed increased entrepreneurial attitude in Tehran and experimental study design with comfort and control groups for the effects of unemployment on entrepreneurial attitude, there is a significant increase.

Blamn - Pardo (2002) empirical research, the impact of teacher training workshops on creativity, knowledge and academic potential and second grade elementary payment. In his opinion, school and teacher-related factors, the most important influence on student performance in developing countries.

Research Pardo (2002) found that teachers trained, creative performance, achievement and cognitive development of children have a significant impact and the impact of such a group, the students are susceptible and non-susceptible. Given this conclusion, he suggested that continuous training for teachers, especially in developing countries and neatly done.

According to the hypothesis under consideration is what was said

Between respondents' views about the benefits of cognitive training curriculum based on innovative teaching experience

Research Method

In this study, survey method (application) is used.

Research population:

The study sample consists of a collection of individuals or objects that have similar characteristics and are measurable. (Sarai, 1372, p.37)

Statistical population in this study the primary school teachers in the region 1 of Qom is the number of teachers in the statistical community of 188 people is the history taught in 188 of the total of 42 one to five years and 53 five to ten years, and 32 out of ten to fifteen years, and 48 of fifteen to twenty years, and 13 persons are twenty more years of teaching experience education organization.

Sampling and sampling method

Sampling to select a number of events, objects of a defined community as a representative portion of the sample is representative of the community and is buried in the statistical community. The goal is that all samples in the study of a subset of precise and meaningful statements about the group is presented. (Wolff, Richard, 1371, p.195).

The study population included 188 questionnaires were presented to all the population and the sampling is not used. In addition to gender and level of teaching experience deals.

Between respondents' views about the benefits of cognitive training curriculum based on innovative teaching experience, there is a significant difference?

(The question asked at the end of the twenty-six thirty-three).

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
s26	.	4	.	.
s27	1.504	4	183	.203
s28	.167	4	183	.955
s29	2.564	4	183	.040
s30	3.739	4	183	.006
s31	.850	4	183	.495
s32	2.406	4	183	.051
s33	4.045	4	183	.004

The following table F and the low value of sig. That the p-value is the question 27, 28, 29, 31 and 32 can be ineffective assumption of teaching experience on the edge, but the rest of impact.

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
s26 Between Groups	.000	4	.000	.	.
Within Groups	.000	183	.000		
Total	.000	187			

s27	Between Groups	.157	4	.039	.373	.828
	Within Groups	19.268	183	.105		
	Total	19.426	187			
s28	Between Groups	.037	4	.009	.041	.997
	Within Groups	40.814	183	.223		
	Total	40.851	187			
s29	Between Groups	.346	4	.087	.605	.660
	Within Groups	26.181	183	.143		
	Total	26.527	187			
s30	Between Groups	1.004	4	.251	1.009	.404
	Within Groups	45.523	183	.249		
	Total	46.527	187			
s31	Between Groups	.140	4	.035	.147	.964
	Within Groups	43.413	183	.237		
	Total	43.553	187			
s32	Between Groups	.632	4	.158	.576	.681
	Within Groups	50.235	183	.275		
	Total	50.867	187			
s33	Between Groups	1.333	4	.333	1.231	.299
	Within Groups	49.518	183	.271		
	Total	50.851	187			

Questionnaire

26 Booksto readandwrite, mostlyinthe minds ofstudents'performancedata andinformationtransfer

27booksto readandwrite, a substantial part ofthe languagefunctionsasa heuristicfunction, imaginative,

personal,interactiveandcreatemeaningfulllearningopportunitiesandstudentinterest, sotheyarenot consideredcreativity.

28 Textbooksandteaching methodsshouldenablestudentsonthe learning, development ofintellectual skills, accustomingthemtoconceptualize, to learnthe way oflearningandlifelong learningskillsandbeorganized.

29Whenstudentsabout thevalueof learning, teaching materialsdevotedto evaluationandjudgment, thejudgeplacedhim onthe surface, leading to thedevelopment ofcreativity.

30 Whena studentleaves

thecomponentsandelementstogetherandcreatesameaningfulwholeandcreatesa newproject, thesamehas alreadybeen produced, theabilityofthecompoundtheseaims oftheto be innovative andcreativityleadingare

31is capable of producingafictionalarticleaboutcertainthings, eventuallyleadingtoinnovation andcreativityare.

32 The ability to analyze a stories to explain the ruling ideas, ultimately leading to innovation and creativity are

33 When the students, their previous learning to new situations and uses it to understand and explain the principles, concepts and terminology of methods, tables and diagrams used in the application, eventually leading to innovation and creativity.

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