

**REVIEW IMPROVED METHODS: CURRICULUM
DEVELOPMENT PUBLIC HIGHER EDUCATION FROM THE
PERSPECTIVE OF UNIVERSITY FACULTY MEMBERS
ISFAHAN AND AZAD UNIVERSITY MEYMEH**

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Abstract

One of the important questions that philosophers have always thought those involved in education and training systems to preoccupy the content and educational texts. And given the status of public education and its role in higher education need to review and monitor the content is very tangible goals and titles. This research seeks to examine ways to improve public education curriculum and faculty members of the scientific resources Comments Isfahan Azad Meymeh is enjoyed in this respect. The research is descriptive-survey and the population of all faculty members at the University of Isfahan and free public courses Meymeh unit (32), respectively. (That was obtained from census method). The data collection tool was a questionnaire. Reliability based on Cronbach's alpha coefficient 81%, respectively. Results showed that the opinions of faculty members of non-governmental unit Meymeh there is a significant difference. And about ways to improve public education, "General review of the course content and update it to use more" has the highest average from the viewpoints of faculty members.

Keywords: curriculum Development, general education, higher education, ways to improve.

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Introduction

Higher education system at the international level with an integrated approach seeks to help realize the potential of human and social needs are different. The ultimate goal is more transparent: Fostering creative thinking and critical attitude, qualifications, expertise and skills to enter the workforce, earn a spirit of cooperation and coexistence, problem solving and addressing these purposes obviously requires programs Training and appropriate procedures (1).

Along with increased knowledge and awareness of human sensitivity and importance of education and the emergence of social structures, complex systems of education of random shapes and traditional to the legal systems only lead came, and the curriculum of design and purpose have been more realistic (2).

Obviously, continuous and timely assessment of each of these areas, the dynamics of the program will be effective and useful. Regardless of the causes of variation in the general curriculum emphasized the important point is that the public sector is an important part of the curriculum Higher education form and the necessity of dealing with it day by day more and more. In the history curriculum in higher education, "public education" specialized training compared with less than dating. Because of higher education solely on the basis of technical and scientific knowledge were discussed at a high level. In this regard, writers and theorists are merely accept this role in higher education. Including "Afmaklop" that emphasizes training in higher education and professional education "higher level" and believes that "mass education" is education level. Point of Jean-Jacques Rousseau in his book Emile Hence Emily human being must be first and foremost.

However, public education regardless of their pros and cons in the history curriculum in higher education has been proposed as a reality, but its validity has been changed at different times. "Brobakhr" the book "Philosophy of Higher Education" states that the basis of "public education in higher education" to "liberal education", which refers to Greek and Roman times emerge. Liberal education specific person was free and slaves and workers the right to such training had, in fact, in class society of free individuals, small and liberal education as a period of training that some very few of them enjoyed only free individuals could be part of their time into civic life

and leadership and rule. To make things even need to liberal education at the time of the viewpoint of duality or Doyalism mind and body and mastery of mind over body and therefore proportional to the upper class as a "training rational and foster rational" has been (1).

In this context, domestic and foreign research conducted recently that some of them are mentioned:

-Namkhah (2011) in a meta-analysis of opportunities and threats of the higher education curriculum and identifying the opportunities and challenges facing the higher education system of the country through scientific information base pay. The overall findings indicate that major opportunities and challenges facing higher education curriculum include: ICT, employment and entrepreneurship into the curriculum (3).

-In another project chelated Jafarabadi (2011) as the curriculum of higher education in the twenty-first century, challenges and strategies, we review the major changes in higher education in recent years, a new perspective on how reform program Rossi undergraduate program offered. As a result of curriculum reform in higher education in the twenty-first century, attention to the pattern novel process that can include new terms (4).

-Jastyk et al (2009) in a study titled "Learning by Research in Higher Education showed that in this study, a research-based learning, as an effective approach to improving the quality of higher education was introduced. Research-based learning approach that focuses on how to learn latest, faculty members must be experts in disciplines (subjects), to facilitate student participants shift their discoveries (5).

-Another study by Kyrkgoz (2011), "The challenge of producing and maintaining curriculum innovation in higher education" has been done. Some recommendations of this study is to promote innovation in the curriculum, as follows: Innovation is released gradually in a managed way. Be sure all participants in the run, and the highest decision-making rules for the development of consensus, commitment and motivation exist. Company and executive support effective program for curriculum, to achieve cohesion among its components, is essential (6).

This study investigates methods of improving public higher education in terms of curriculum and faculty members of Azad University's Meymeh.

Research Methodology

At least one common trait are usually studied in the research community is a population that the researcher wants about the attribute (s) of the study's variables (7). the population included all faculty members of the University General Courses Faculty of Humanities and Meymeh that the number of teachers 32 people. Sampling is one of the scientific researches and the researcher will allow you to spend fewer resources to achieve the desired results. Masters of the census method was used for.

Results:

1 .The promotion of public higher education curriculum from the perspective of faculty members of Islamic Azad University and the University of Meymeh What?

Table 1: Table of Frequency and Frequency of ways to improve Humanities courses

Row	The role of each of the following methods and strategies to improve public education, to what extent do you assess	Average	Very much	much	To a certain extent	little	Very little	Statistical Indicators
1	to raise awareness of the principles of psychology to use in public life through education professors frequency	3/62	3 9/4	14 43/8	15 46/9	0 0	0 0	Abundance Professors
2	General Courses Professors reading through a lot	3/53	4 12/5	11 34/4	15 46/9	2 6/3	0 0	Abundance Professors
3	students from different cultures of the world to raise awareness through public education professors frequency	3/43	3 9/4	16 50	7 21/9	4 12/5	2 6/3	Abundance Professors
4	attract more students in public education by reducing tuition great masters	3/08	2 6/3	10 31/3	9 28/1	11 34/4	0 0	Abundance Professors

5	optional public course that many teachers	3/09	5 15/6	10 31/3	4 12/5	9 28/1	4 12/5	Abundance Professors
6	rethinking how teachers teach general subjects through a variety of great masters	3/65	6 18/8	12 37/5	11 34/4	3 9/4	0 0	Abundance Professors
7	to raise awareness of the great masters of management and planning time through public courses	3/68	7 21/9	9 28/1	15 46/9	1 3/1	0 0	Abundance Professors
8	great teacher morale of accountability through public courses	3/56	2 6/3	15 46/9	14 43/8	1 3/1	0 0	Abundance Professors
9	morale boost research and research through public courses, professors frequency	3/40	1 3/1	13 40/6	16 50	2 6/3	0 0	Abundance Percent
10	to raise awareness of the principles of economy through public courses, professors frequency	3/21	10 31/3	19 59/4	3 9/04	0 0	0 0	Abundance Professors
11	general lessons need to continue to raise awareness and ability of students, many professors	3/43	5 15/6	10 31/3	13 40/6	2 6/3	2 6/3	Abundance Professors
12	learning communication skills through public courses, professors frequency	3/58	2 6/3	16 50	11 34/4	2 6/3	0 0	Abundance Professors
13	Applied ethics education through general education courses, many teachers	3/35	2 6/3	9 28/1	18 56/3	2 6/3	0 0	Abundance Professors
14	to raise awareness of the law and how to use it through general education courses, many teachers	3/16	0 0	9 28/1	20 62/5	0 0	2 6/3	Abundance Professors
15	comments How to Select General Courses Professors Students in abundance	3/48	6 18/8	7 21/9	14 43/8	4 12/5	0 0	Abundance Professors
16	learning life skills through public courses, professors frequency	3/80	10 31/3	8 25	10 31/3	3 9/4	0 0	Abundance Professors
17	teachers reinforce religious teachings through numerous public courses	3/67	8 25	8 25	12 37/5	3 9/4	0 0	Abundance Professors

18	raise the awareness of students of philosophy and enjoy the great master's in public life through education	3/35	4 12/5	8 25	14 43/8	5 15/6	0 0	Abundance Professors
19	capacity in the field of computer students and teachers through numerous public courses	3/29	3 9/4	10 31/3	12 37/5	5 15/6	1 3/1	Abundance Professors
20	increase awareness of health and its impact on improving the lives of great masters through public courses	3/45	3 9/4	12 37/5	13 40/6	2 6/3	1 3/1	Abundance Professors
21	hours of general education courses to improve the quality and organization of great masters	3/41	5 15/6	13 40/6	5 15/6	6 18/8	2 6/3	Abundance Professors
22	Overview of Basic Courses suit the needs of many students, teachers	4/32	14 43/8	13 40/6	4 12/5	0 0	0 0	Abundance Professors
23	General revision of the course content and update it to use a lot more teachers	4/12	15 46/9	7 21/9	7 21/9	2 6/3	0 0	Abundance Professors
24	increase public information and personal information of students and teachers through numerous public courses	3/64	11 34/4	4 12/5	10 31/3	6 18/8	0 0	Abundance Professors

Table 1 shows the results of the questionnaire related to ways to improve the human sciences courses in Masters 4/32 the highest average with 22 items related to the question "review in categories of general education courses according to the needs of students." And the lowest average of 3/08 to question 4 option "to attract more students in public education by reducing .tuition" there

Thirty public higher education faculty members in schools 2.Are the opinions of faculty members at the University of Isfahan University Meymeh and strategies to improve public higher education curricula there is a significant difference

Table 2 compares the average of ways to improve the program

Standard Deviation	Average	Variables studied	Statistical Indicators
0/48	3/50	Isfahan	Ways to improve public higher education curriculum
0/30	3/55	Meymeh	

Results Table 2 shows the views of faculty members on ways to improve public higher education curriculum in school, there is a difference.

Discussion and conclusion

The findings show that among faculty comments on ways to improve public higher education curriculum in school, there is a difference.

Disagree about ways to improve the curriculum of general education courses lecturers depend on several factors, including: The rate of teachers with the goals of general education courses, the importance of general education courses, how to teach general subjects, knowledge and awareness of the importance of general education courses, hours of providing public courses Familiarity or unfamiliarity with students' needs and...

And that each of the teachers a kind of perspective in relation to their public courses is due to differences of opinion.

Already Meymand year (8) in a study titled "Model guide curriculum development based on the knowledge of faculty members of Islamic Azad University, major factors of curriculum," the level of awareness faculty of basic themes curriculum, and results showed that the knowledge of faculty members from various elements of the assessment method targets teach the content, method of organizing content and evaluating training tends to be the average, but the knowledge of faculty members from the process of curriculum development is undesirable.

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