

opción

Revista de Antropología, Ciencias de la Comunicación y de la Información, Filosofía,
Lingüística y Semiótica, Problemas del Desarrollo, la Ciencia y la Tecnología

Año 34, 2018, Especial N°

17

Revista de Ciencias Humanas y Sociales

ISSN 1012-1587/ ISSNe: 2477-9385

Depósito Legal pp 198402ZU45



Universidad del Zulia
Facultad Experimental de Ciencias
Departamento de Ciencias Humanas
Maracaibo - Venezuela

Analysis of the professors and students lived experiences of Birjand Farhangian University

Mohammad Mazidi

School of Education and Psychology, Shiraz University, Shiraz, Iran,
Mmazidi52@shirazu.ac.ir

Mahbobeh Foadchang

School of Education and Psychology, Shiraz University, Shiraz, Iran,
fooad@shirazu.ac.ir

Mohammadhasan Karimi

School of Education and Psychology, Shiraz University, Shiraz, Iran,
MHKarimi@shirazu.ac.ir

Faramarz Ravanjo

School of Education and Psychology, Shiraz University, Shiraz, Iran,
faramarZRvanjoo@shirazu.ac.ir

Abstract

This research analyzed the lived experiences of the professors and students of Birjand Farhangian University with participatory learning in order to offer a practical model to the curriculum of this university. This qualitative research employed a phenomenological approach. Findings of this research showed that despite the fact that instructors expressed participatory teaching as an effective tool for enhancing cooperation between instructors and their professional development. In conclusion, the experiences of the students and professors can be classified into four categories of advantages, disadvantages, assessment and principles. Finally, some points were offered to improve the participatory learning method.

Keywords: lived experiences, participatory learning, curriculum.

Análisis de las experiencias vividas de profesores y estudiantes de la Universidad Birjand Farhangian

Resumen

Esta investigación analizó las experiencias vividas de los profesores y estudiantes de la Universidad Birjand Farhangian con el aprendizaje participativo para ofrecer un modelo práctico al currículo de esta universidad. Esta investigación cualitativa empleó un enfoque fenomenológico. Los hallazgos de esta investigación mostraron que a pesar del hecho de que los instructores expresaron la enseñanza participativa como una herramienta eficaz para mejorar la cooperación entre los instructores y su desarrollo profesional. En conclusión, las experiencias de los estudiantes y profesores pueden clasificarse en cuatro categorías de ventajas, desventajas, evaluación y principios. Finalmente, se ofrecieron algunos puntos para mejorar el método de aprendizaje participativo.

Palabras clave: experiencias vividas, aprendizaje participativo, currículum.

1. INTRODUCTION

In recent years, there have been numerous discussions about the replacement of participatory learning in various subjects, and the general education and curriculum, in particular, has also been involved in this process; therefore, without a practical model, understanding the phenomenology of participatory learning in the university based on the elements of the curriculum seem very difficult and even impossible.

One of the most important changes in educational systems is the evolution of attitudes and teaching of instructors and executive

directors of the educational system. In order to achieve such an evolution, instructors need to have the correct knowledge and insights from different educational theories and strategies because theories and transformational approaches in the implementation process are identified by the correct use of learning-learning strategies and their effectiveness and usefulness are identified. The authorities and administrators of educational systems must believe that theories and implementation of curriculum elements are indivisible and interact with each other, theories guide the action, and vice versa, the results of the action result in the improvement, development and development of the theories (Shabani, 2013). According to Shariatmadari (2007), the method of education should be such that students are ready to present new scientific ideas and ideas after they have been studying in schools in the country. Today's teachers should have an open mind. They are ready to test different approaches and receive new information about learning and learners. They also have to use different methods to discover which one is optimally conducive to student learning. Future teachers should be transformed from the traditional way to something that Rogers Learning Facilitator and Claire Educational Engineer or Constitutional Manager (Seif, 2014).

One of the new approaches to teaching and learning is a group work approach because in the higher education system the productive and continuous process of science production is a collective process, co-operation and team that illustrate such situations by strengthening the group and team skills and developing cooperation and collaboration instead Competition and individual effort will be realized.

Considering that teaching and education is still one of the most important concerns of higher education institutions and faculty members and should be updated and new strategies and methods used in teaching should be used (Ruslin and Jelas, 2010). One of these approaches is the participatory teaching approach, which is an attempt to strengthen the team spirit between the faculty and students and expand the scientific interactions between the professors (Karimi et al., 2014). Students' participation in the learning process is so important that some educators have introduced the extent to which students participate in learning activities as a criterion for assessing teachers. In teaching, a teacher with a role in guidance trains learners to curriculum and interacts with learners and the content of curriculum (Mehrmohammadi, 2013).

Participation in the active engagement of the student goes back to learning activities (Christenson et al., 2012). According to Reeve (2013), participation means the amount of activity that distributes the student to a range of lack of knowledge, lack of understanding, and lack of skill in the various subjects of the subject, to understanding, skills and educational achievements. The mental structure of learners and teachers based on previous learning backgrounds is a social and historical approach that will affect learning. The difference in philosophy, purpose and practice is the factor of difference in education in different periods and societies. Due to differences in needs during specific courses, specific goals are pursued, and changes in the goals and content of education are subject to change in the social and economic conditions of societies. Since the use of participatory learning method is considered in terms of the existing conditions and conditions, identification of experiences in this field can help to better understand the subject and understand the factors affecting

participatory learning in general, and in particular problem-based learning (Noahi et al., 2011).

Zareadf (2017), in his research, looked at the experiences of internship at Cultural University: a conceptual model. The results of this study showed that the problems of internship curriculum are in a network of categories; in the department of professors training guide in a total of 4 categories, cognitive, attitudinal, organizational and interactive, in the section of tutors, 3 organizational, attitudes and interactions, in the section of interns 5 Cognitive, emotional, attitudinal, behavioral, interactions and other issues have been formulated. Atabaki et al. (2016) studied the experiences of students living in critical thinking development. The results of the research showed that the concept of critical thinking should be considered in two areas of philosophy and psychology. While philosophers focus on the nature and quality of critical thinking as a product, psychologists emphasize the process of knowing the components and uses used to examine practical problems. Unlike philosophers who emphasize the tendency of critical thinking, most psychologists emphasize critical thinking skills. Teaching in high school does not contribute to the development of students' critical thinking, and the current classroom is very different from a student's viewpoint with an ideal class.

Frostock (2015) studied the experiences of living and perceived students in a case study of an Iranian university. The result of the study is a systematic description of the student's perceived perception of the Iranian university and shows that the social image of the university has been confused and disputed by students. Students participating in the research have come to the university, but not only with their minds, but

with bodies and types of needs and feelings and passion for life and play, and happiness and identity, participation, and the formation of communities and other aspirations and ambitions. They want the university not only for study, but also as a social club. This is an expectation that seems to be less fulfilled. Types of administrative and financial and political constraints prevent our Iranian university from gaining the necessary knowledge in fostering students. The sense of discrimination in this study is clearly seen in students. Karimi et al. (2014) studied the most important requirements of participatory teaching method from the perspective of faculty and graduate students of Isfahan University. The results of the study showed that the most important requirement of the participatory teaching method for the faculty and students was a joint meeting of the professors before the beginning of the semester in relation to the determination of the headings, resources and assignments of the students.

Noahi et al. (2011) conducted a research on Participatory Learning Experiences in Problem-Based Education: A Qualitative Study. The main themes extracted from the data analysis indicated that the problem-based learning method is associated with group participation in learning, learner activity, independent learner, and critical and analytical thinking. Participants also found lack of readiness and skill in accessing resources, timing, and inadequate guidance and team members' inconsistency in teamwork from the limitations of this approach. Student experiences reflect the weakness of teamwork skills and collaborative learning. Hence, the support of the educational system and instructors in developing the field of participatory learning and the appropriate framework for using the benefits and benefits of the problem-based learning method is essential.

Studies in the field of learning have also provided a collaborative type for presenting a practical model with the elements of the curriculum that does not provide the necessary knowledge to understand the life experiences of instructors and student teachers, and few studies have been carried out at Farhangian University. The research is being conducted to achieve a new understanding of the life experiences of these two groups. Understanding the experiences of teachers and student teachers, criticizing and exploring their content, and ultimately providing a practical model of the curriculum in general, have the advantages, such as the recognition of the governing patterns of learning at the University of Cultural Studies, taking into account the expansion of globalization in the world today will help learn from a collaborative type. The fundamental question that the research seeks to do is how to present the practical model of participatory learning at the University of Cultural Sciences, and how can we use it to provide a practical learning model of participatory learning based on curriculum elements from the life experiences of professors and student teachers at the University of Cultural Exchanges.

2. METHODOLOGY

This research has a qualitative approach and a phenomenological method. Phenomenology is a methodology that describes what and how the phenomenon of individual experience, based on their experiences in explaining, analyzing and describing phenomena (Callary et al., 2015). In this study, 20 students-teachers and 15 professors from different groups were selected purposefully. Interviews of different groups were done in 25

minutes with semi-structured research tools. The interviews with each group went so far as saturation. In designing interview questions, no pre-made template was used. The researcher's effort is focused on the implementation of each interview in order to obtain qualitative data independently and exploratory, and its results can be analyzed without subjective manipulation and presentation of a specific pattern. The basic questions for identifying the categories in each interview were as follows:

- The professors of Birjand University of Cultural Sciences What are the experiences of collaborative learning (individual responsibility, affiliation of group members, interaction of group members, mastery of collaborative skills and evaluation of group) based on curriculum elements?

- Student of the University of the Birjand University of Farsi What are the experiences of collaborative learning (individual responsibility, affiliation of group members, interaction of group members, mastery of participatory skills and evaluation of the group) based on the elements of the curriculum?

In addition to the basic questions, the researcher used questioning questions during the interview to get a deeper understanding of the phenomenon studied. All interviews were done in depth and recorded and all efforts of the researcher were to ensure that the participant is the main conductor of the interview process at the time of the interview and to be interviewed by the interviewer by means of taking notes and reminding them about the issues to be addressed in order to translate the process. There is no ambiguity in the writing. After the interview, all interviews

were conducted on the recording device and prepared for analysis. First, the author implemented and then validated all the data, repeatedly studied the participants' descriptions, and they were felt with them in order to understand these concepts; then the sentences and vocabulary related to the phenomenon of rejection of the extracted study were meaningful and meaningful. After reviewing the testimonials of the participants, the concepts were grouped into specific subject categories and applied to validate the articles with the main explanations.

3. RESULTS

The participants in the study were from different groups that Table 1 shows the characteristics of the participants:

Table 1. Participant Characteristics

Number	Curriculum	Contributors
4	Department of Biology	Student Teachers
8	Elementary teacher	
5	Department of Geography	
3	Department of theology	
4	Math	Professors
5	Educational Science	
3	Geography	
3	Theology	

As the results, Table 1 shows that out of 20 teachers, 4 were teachers of biology, 8 had elementary school teachers, 5 were geography teachers and 3 were teachers of theology. Of the 15 faculty members, 4 were from the mathematical group, 5 from the Department of Education, 3 from the Department of Geography and 3 from the Department of Theology.

4. FINDINGS

4.1. Faculty issues

The issues of professors in the field of participatory learning were examined in terms of the role of the supervisor and their guidance in this teaching method in four areas (advantages, disadvantages, evaluation and principles), the results of which are presented in Table (2):

Table 2: Teachers' Views on Participatory Learning

Indicator	Factor
Teaching methods and techniques	
Laboratory	Lessons
Botanical	
Math	
Competition between students	Advantages
Inter-group competition	
Expression of speech and speech	
increasing the self confidence	
Persistent and sustainable learning	
Increased accountability	
Interactive learning	
Correlation between students and friends	
Co-ordination of knowledge information	

The cheerfulness of this method is motivated	
Skill growth and communication ability	
Creating Students' Ability to Accept Responsibility	
Creating and developing listening, thinking, talking skills	
Use for students with a small number	Disadvantages
The requirement for participatory culture	
Require to 4 to 5 people	
Use in schools and not in universities	
Determine the tasks of each person	assessment
Professor's supervision over groups and members of the team	
Comparison of groups, supervision and guidance of the professor	
Evaluation materials related to group activities	
Useful to measure learning	Principles and conditions
Depending on the importance of the courses	
Use for some lessons	
Professor mastery in learning efficiency	
Student Recognition and Individual Differences	
Understanding Talents	
Master's Experiences	

4.2. Student Issues

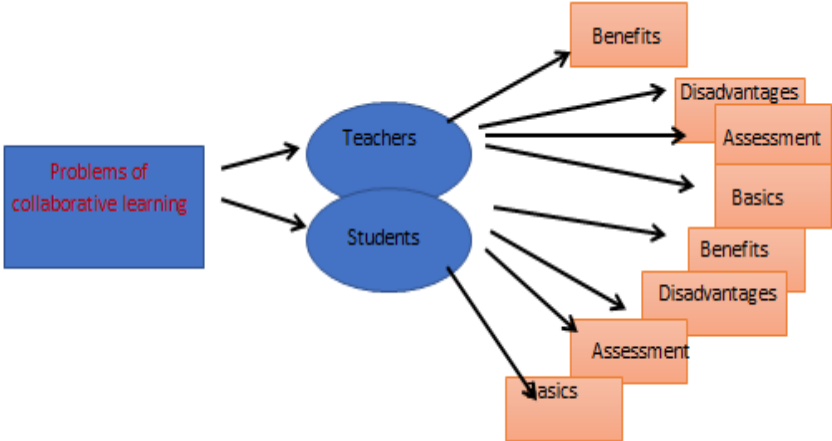
Student issues in the field of participatory learning in this teaching method were investigated in four areas (advantages, disadvantages, evaluation and principles), the results are presented in Table (3):

Table 3: Student's Opinion on Participatory Learning

Indicator	Factor
Teaching methods and techniques	lessons
Persian Language Learning	
Persian literature	
Social studies	
Laboratory	
Art	
Cooperative spirit, cooperation and interaction	Advantages
better Durability in mind	
Dynamics in the group	
team Work	
Group work ethics	
Group development	

Mastery in collaborative learning skills	
increasing the self confidence	
Responsibility	
Rhetorical	
Increased learning comprehension	
Deep learning	
Criticism	
Lack of participation in weak groups	
Assignment to one or more people	
Lack of proper participation leads to inaccurate learning	
Time-consuming	
Not using for any lesson	Disadvantage
Different learning of people	
Failure to accompany the group leads to lack of learning	
Inefficiencies in the busy class	
Failure to divide tasks leads to more active people who are stronger and weaker	
Disproportionate for bulky lessons	
Determine the individual responsibilities and responsibilities of individuals	
Collaborative learning efficiency	
Notes on the activities of each individual in the meeting	
Failure to know the evaluation provisions	
Validation as activity view	
Divide tasks in evaluation	
Determine team members' assignments in each session	
Supervise and direct student by teacher	
Random evaluation	
Mastery and ability of the master in guiding people	Principles and conditions
Important role of the teacher	
It is not suitable for general subjects at the level of knowledge	
It is not suitable for general subjects at the level of knowledge	
Use collaborative approach for some courses	
The need for teacher to recognize students	
Creating the motivation to learn	
Circular grouping	

In summary, research findings can be summarized in the following conceptual model:



Picture 1. Conceptual model of collaborative learning problems from Farhangian teachers and students' point of view

5. DISCUSSION AND CONCLUSION

The findings indicate that the components of participatory learning are categorized into four sections: benefits, disadvantages, evaluation and principles. The findings of the present study are based on the findings of studies conducted by Karami et al. (2012), Hakimzadeh et al. (2014) and Noahi et al. (2011) concluded in his research that the use of participatory teaching method among students increases social adequacy. Karami et al. (2012) concluded in their research that using participatory learning has an impact on the grouping of high school students in Mashhad. Gillies (2004) in his research on the comparison of structured methods of participatory learning with unstructured methods suggests that students' participation

in structured methods increases group solidarity and social responsibility among them. Carless (2011) results showed that this teaching method, in addition to having a positive impact on learners, leads to the professional development of instructors, encourages them to argue with each other about their views that this process results in interpersonal and intercultural communication between two teachers.

Sandholtz (2000) conducted a research entitled *Interdisciplinary Teaching as a Model of Professional Growth*. The findings of his research showed that despite the fact that instructors expressed participatory teaching as an effective tool for enhancing cooperation between instructors and their professional development, they emphasized the need to pay enough attention to the effective and effective implementation of this teaching method, which is consistent with the results of this study. The long-term wish of any society is the advancement and excellence of its people and the existence of educated citizens, and it is obvious that any progress in various fields, including cultural, economic, social and political, requires having thoughtful and creative people who can make the right decisions and plan well. And this depends on the existence of dynamic and dynamic education systems. Therefore, it is worth dictating that any progress in the system of efficient and correct education in the communities is important, and this depends on several factors, including the changing of teaching methods and methods, and the use of new and active methods. According to the educational experts, students who learn through active learning not only learn better, but also enjoy more learning, because they are actively involved in the learning process

rather than just listening, and they consider themselves responsible for their learning (Lavasani, 1390).

Whenever most learning activities are encouraged through partnership, the emotional and social backgrounds are interlinked and the various aspects of the learner's personality are confirmed. Individual and competitive training methods have a special place in the training program, but they must be balanced by participatory learning. Each member of the group is not only responsible for learning what is taught, but is also responsible for helping other members of their group to learn to create an educational environment. The success of this method has been researched and influenced in areas such as improving the behavior of students and their presence in school, increasing self-esteem and motivation, school affection, independence and self-regulation, that when two key elements, namely, group goals and individual responsibility Together, the results of academic progress are completely positive; and students who work together will love each other, and most class students with learning disabilities will be using this strategy with their other classmates. Better class relationships D. Teachers should give students the opportunity to participate collectively and through learning to participate collaborative learning provides a good basis for the development of social skills and empathy with others, and decreases the disruptive behavior to a great extent, as well as increases the student's positive feelings towards each other and toward oneself and increases the responsibility of the individual for learning. It also increases the feelings of sympathy of students toward others, reduces inter-group tensions and aggressive and antisocial

behavior and has a significant effect on the quality of their moral judgment (Joyce et al., 2012). In a final compilation based on research findings, suggestions for identifying the components of participatory learning based on the experience of professors and students can be summarized in the following cases:

- Educational administrators by introducing in-service training for teachers and teachers will familiarize them with various participatory learning methods.

- Participatory learning environments should be organized in such a way as to provide sufficient opportunities for students to share their ideas with classmates and teachers. Participatory classes should be such as to allow students to talk and discuss freely and freely, ask questions and discuss controversies, because these types of exchanges will enrich, increase the strength of language comprehension, and continuously educate students across Put different views.

- Encourage selected professors to share practical experiences and practices to improve the effectiveness of participatory learning teaching methods.

REFERENCES

- ATABAKI B., ARMY, A., & YARMOHAMMADIAN, M. 2016. **Studying the experiences of students from teaching on the development of critical thinking.** A New Approach to Educational Management, Vol. 7, N° 1: 117-99. Tehran. Iran.

- CALLARY, C., RATHWELL, S., & YOUNG, B. 2015. **Insights on the Process of Using Interpretive Phenomenological Analysis in a Sport Coaching Research Project.** The Qualitative Report, Vol. 20, N° 2: 63-75. USA.
- CARLESS, D. 2011. **Collaborative EFL teaching in primary schools.** ELT Journal, Vol. 65, N° 2: 328-335. UK.
- CHRISTENSON, S., RESCHLY, A., & WYLIE, C. 2012. **Handbook of research on student engagement.** Springer Science. Germany.
- FROSTOCK, P. 2015. **Perceived and Perceived Experiences of Students Case Study of an Iranian University.** Quarterly of Iranian Higher Education Association, Vol. 7, N° 2: 26-69. Iran.
- GILLIES, R. 2004. **The effect of cooperative learning in junior high school student during small group.** Learning and Instruction. Vol. 14, pp. 197-213. Netherlands.
- HAKIMZADEH, R., DORANI, K., GHORBANI, H., MANASOBI, S., & QAJARARG, Z. 1393. **Investigating the Effect of Participatory Teaching Method by Using Individual and Collective Empowerment on the Advancement of English Language Learning.** Teaching Research, Vol. 2, N° 1: 18-5. UK.
- JOYCE, B., MARSHA, W., & CALLAHON, E. 2004. **Patterns of Teaching.** Translation by Mohammad Reza Behrangi. Publishing Kamal Tarbit. Tehran. Iran.
- KARAMI, M., MOHAMMADZADEH, A., & AFSHARI, M. 2012. **The Effect of Participatory Learning on the Grouping and Academic Achievement of High School Students in Mashhad.** Research in curriculum planning, Vol. 9, N° 33: 105-93. Iran.
- KARIMI, F., NILI, M., & MIRSHAHJAFARI, I. 2014. **Studying the most important requirements of participatory teaching method from the point of view of faculty and graduate students of Isfahan University.** New Educational Approaches of School of Educational Sciences and Psychology, University of Isfahan, Vol. 9, N° 1: 106-89. Iran.
- LAVASANI, M. 2011. **Investigating the Effectiveness of Collaborative Learning Method on Mental Anxiety and Assisted Behavior.** Iran.

- MEHRMOHAMMADI, S. 2013. **Teacher Training Curriculum and its Participatory Executive Model; the Evolution Strategy for Teacher Education in Iran.** *Curriculum Studies: Theory and Practice*, Vol. 1, N° 1: 26-5. Iran.
- NOAHI, I., ABBASZADEH, A., MADHAD, S., & BORHANI, F. 2012. **Participatory Learning Experiences in Problem-Based Education: A Qualitative Study.** *Journal of Qualitative Research in Health Sciences*, Vol. 1, N° 4: 267-255. Iran.
- REEVE, J. 2013. **How students create motivationally supportive learning environments for themselves: The concept of argentic engagement.** *Journal of Educational Psychology*, Vol. 105, N° 3: 579–595. USA.
- RUSLIN, A., & JELAS, M. 2010. **Teaching and learning styles in higher education institution: Do they match?** *Presidia Social and Behavioral Sciences*, Vol. 7, pp. 680-684. Netherlands.
- SANDHOLTZ, H. 2000. **Inter disciplinary team teaching as a form of profesional development.** *Teacher Education Quarry*, Vol. 27, N° 3: 39-54. USA.
- SEIF, A. 2014. **Educational Psychology.** Aqa Publication. Tehran: Iran.
- SHABANI, H. 2013. **Educational skills (methods and teaching techniques).** Tehran: Iran.
- SHARIATMADARI, A. 2007. **Principles and Philosophy of Education.** Thirty-third edition. Amir Kabir Publishing. Tehran: Iran.
- ZAREADIF, S. 2017. **Examining the experiences of internship at Cultural University: A conceptual model.** *Two Quarterly Journal of Theory and Practice in Curriculum*, Vol. 5, N° 9: 68-37. UK.



**UNIVERSIDAD
DEL ZULIA**

opción

Revista de Ciencias Humanas y Sociales

Año 34, Especial N° 17, 2018

Esta revista fue editada en formato digital por el personal de la Oficina de Publicaciones Científicas de la Facultad Experimental de Ciencias, Universidad del Zulia.
Maracaibo - Venezuela

www.luz.edu.ve

www.serbi.luz.edu.ve

produccioncientifica.luz.edu.ve