

Designing the Curriculum model for the Elementary education field at Farhangian University, based on the Fundamental Reform Document of Education

Fateme Bazargan¹

Dr. Hossein Daiizadeh^{2*}

Dr. Mohammad Ali Amirtaqavi³

1. PhD student of Marand Islamic Azad University curriculum

Fatemeh.bazargan90@gmail.com

2. Assistant Professor, Babol Sar University, Department of Educational Sciences, Iran

Daeizadeh.phd@gmail.com

3. Assistant Professor, University of systt Sciences, Department of Educational Sciences, Iran

Amirtaghavi.m@gmail.com

Abstract

The current research aims to design the curriculum model for the elementary education field of Farhangian University based on the fundamental reform document of education. The current research is applied in terms of purpose and with a qualitative approach of the grounded theory method has designed the curriculum of the elementary course of Farhangian University based on the FRDE. The theoretical foundations and studies and background related to the curriculum of the elementary education course of Farhangian University were first compiled based on the FRDE to collect information. Then interviews were used to collect information, which includes professors who are experts in the curriculum of elementary education field of Farhangian University from Farhangian University of Tabriz, Tehran University, Mazandaran, Khorasan, and Qom, whose were selected through the focus group using the purposeful sampling (n=34). Data were collected through semi-structured interviews and analyzed during three stages of coding (open, axial, and selective) by Strauss and Corbin (1992). As a result, curriculum design based on educational knowledge and educational subject in the primary education field of Farhangian University was a central category, which was obtained based on the causal conditions of "research content", "teaching and evaluation method" and through the strategies of "student-oriented research incentives" and "establishing the relationship between students with scientific resources" and considering the characteristics of the receivers (as a role model) including the motivation, attitude, and values of the receivers and the development of research skills. Then, the reliability of this model was checked and confirmed by experts. The current research is a model for designing the elementary education curriculum of Farhangian University based on the FRDE, which increases students' life skills, strengthen students' critical and creative thinking and their academic progress, as regular consequences of the implementation of curriculum based on educational knowledge and educational subject.

Key words; Curriculum, Farhangian University, Fundamental reform document of education

Introduction

Education is one of the biggest and most powerful systems in any society, which determines the fate of that society in the long term. If education is accurately designed in terms of goals, structure, and resources, it will ensure the development of society in the long term and increase its effectiveness. The FRDE in the twenty-year vision of the country is a collection containing the components of theoretical foundations, goals, principles, mission, challenges, perspectives, and strategies and this document is cited as the basis, criterion, and guide for basic decisions to guide, manage, monitor and establish the country's education system at the national level to realize changes in content and

structure. The main components of the FRDE are 1- The logic of the learning area: The curriculum logic of the learning area is responsible for the reasons for the existence of the curriculum and is written based on the upper documents and the results of needs assessments and research. 2- Competence in the field of learning: Competence is a set of qualities and capabilities that is a combination of cognitive skills and scientific skills, knowledge, motivation, values and ethics, attitudes, emotions, and social behaviors that are used to perform actions in a specific situation. 3- Content in the field of learning: Content is a coherent and coordinated set of educational opportunities that are presented in the form of key ideas, concepts, basic skills, principles, generalizations, laws, rules, and facts. 4- Basic concepts and skills: Basic skills are a set of qualities (mental or physical abilities) that can be raised in a specific or common scientific field or other scientific fields. 5- Teaching-learning strategies: On the one hand, the strategies refer to the educational opportunities provided to acquire the competencies predicted in the curriculum, and on the other hand, they refer to the strategies that the learner is expected to apply the acquired skills and understanding in different situations. 6-Evaluation of academic progress: It refers to the teacher's specific qualifications, resources, facilities, and equipment that students need (FRDE, 2011, 130).

The teacher is the most important pillar of education and has a significant role in the educational, religious, emotional, moral, political, and social methods of the students and the training of the human resources of society (Shahpasand, 2018). Teachers' research abilities are one of the strategic factors in developing the quality of the educational system because teachers can correctly act through research in educational environments about science, students, and their colleagues and can determine ways for continuous improvement (Matin, 2018). Therefore, it is important to train teachers who are not only responsible for absorbing knowledge but also can train creative and analytical students, which is considered a basic necessity in the education system (Qassemi, Pooya 2019).

The curriculum based on the FRDE emphasizes the following items: 1- It should be based on the Islamic theory of education. 2- It should be in accordance with the needs. 3- It should be in accordance with scientific and technological advances. 4- It should pay attention to its Islamic and Iranian identity (Dehghan and Bahrami 2018). The curriculum of teacher training and Farhangian University has experienced many changes since its establishment, according to the conditions and requirements of the time (a group of authors of Farhangian University, 2015). The components of the elementary teacher training curriculum include the main goal, content, method, teacher's role, evaluation, atmosphere, time, and place of retention and evaluation and revision of the program (Mehdi Hazaveh et al. 2018). According to the findings, the curriculum of Farhangian University mainly focuses on general-educational knowledge and more than a third of the units of Farhangian University in each field are dedicated to a general-educational curriculum (Qasimpour et al., 2019). On the other hand, a group of educational teachers, especially basic sciences, believe that the General educational curricula have a lot of overlap and an increase in repeating units has increased the number of semesters and led to the reduction of thematic and specific curricula, and Farhangian University has not been able to create a connection between general-educational and thematic-specialty knowledge (Khoroshi et al., 2019).

The strategic plan of Farhangian University in 2025, approved by the Board of Trustees of Farhangian University (2016), states that implementing the new teacher training curriculum has many challenges including inappropriate participation, contributory and effective factors, and institutions in the matter of teacher training, limited resources and infrastructure of the university considering its position and role in improving the education system of the country, inattention of managers of different levels to the university, and forming of negative attitudes to Farhangian University. Based on the results of Daiizadeh, Suleimanpour, and Nemat's research (2018), the desirability of university curriculum quality for professional teacher training is less than expected. In addition, the research of Kazempour and Shah Bahrami (2019) mentions several inadequacies and obstacles to the teacher training

curriculum and methods of dealing with them. The results of the mentioned research showed many problems and inadequacies in the teacher training curriculum. Therefore the present study tried to design the elementary training curriculum of Farhangian University based on the FRDE. The research with its design aims to answer this question what is the appropriate curriculum model for the elementary education field of Farhangian University based on the FRDE?

Research Methodology

The current research is applied in terms of purpose, which has used a qualitative approach using the grounded theory method to conduct the research. Semi-structured interviews were used to collect qualitative data based on the grounded theory method. The statistical population includes expert professors in the curriculum in the field of elementary education at Farhangian University, among which 34 people (18 subject experts, university professors in the fields of curriculum planning; 16 people in elementary education) were selected as statistical using the purposeful sampling method and the saturation law. The following three criteria were considered to select the participants: scientific expertise (people with sufficient knowledge of the curriculum in the field of elementary education at Farhangian University), scientific experience (people who are familiar with the curriculum in the field of elementary education of Farhangian University) and having at least more than 10 years of teaching experience in universities. Interview questions were the same for all professors. The method of selecting and conducting the interviews was also such that several people from each group were selected as experts related to the research topic as a focus group and gathered. The guide and the framework of the research topic were sent to them before interviewing to have the opportunity to reflect on the topic and how to conduct the interview. Finally, the other interviews were conducted in the same way.

The data were collected through interviews and curriculum professors of Farhangian University of Tabriz, Tehran, Mazandaran, Razavi Khorasan, and Qom for five months with a minimum interview time of 35 minutes and a maximum time of 65 minutes. The following measures were taken to ensure validity from the perspective of the researcher, participants, or readers of the research report:

- Reviewing by the members: The participants in the interviews observed and reviewed the obtained categories and expressed their opinion regarding them.
- Peer review: In addition to receiving valuable opinions from supervisors and advisors, the extracted categories were reviewed with several professors, graduates, and managers.
- Experience and records of tutors and advisors: several years of experience in the field of higher education and education in the field of the curriculum made it possible to correctly categorize.
- Participatory research: The participants were used simultaneously to analyze and interpret the data.

The reliability of the interviews and data was used between the coders (reliability of raters) and the method of Miles and Haberman (1994) was used to calculate the percentage of reliability between the two coders (reproducibility index) which is used as the reliability index of the analysis. The data obtained from the coding results of the researcher and the colleague showed that the total number of codes recorded by the researcher and the research colleague is equal to 3672 and the total number of agreements between these codes is 1289. The reliability between the coders was 0.71 in the research and therefore its reliability is confirmed

Research findings

The current research was conducted to design a suitable curriculum model in the field of elementary education at Farhangian University based on the FRDE. For this purpose, qualitative analysis was used and the conducted interviews were coded, and the process of coding and extraction of themes and categories was explained.

Data coding

Data coding: In the present study, data collection and analysis were simultaneously carried out. In this process, the codes with a common concept were placed under one category and as a result, several categories were formed. The primary categories were formed based on the concepts obtained in this study. This step aims to summarize the mass of information obtained from the documents into concepts and categories that are similar to these questions. Open coding brought themes and concepts to the surface from deep in the data. These topics and concepts are obtained from the initial research questions and concepts in the literature and interviews. Open coding and categorization of data were carried out to identify the criteria and sub-criteria for explaining the curriculum model in the field of elementary education at Farhangian University. Then, the information obtained from the content analysis of the interviews conducted in the field of research included 46 concepts, which are presented in Table 2

Table 2. Initial coding

code	Extracted concepts
1	Adaptation of the policies of the educational system to the curriculum in the field of elementary education at Farhangian University
2	Training the questioning skills and spirit of Farhangian University students
3	Strengthening the ability of human resources to create a suitable environment for designing and implementing a curriculum in the field of research for Farhangian University students in the field of elementary education.
4	Existence of incentive mechanisms (material and moral or research encouragement) regarding the participation of Farhangian University students in the curriculum process in the research field in the field of elementary education.
5	Adjusting the organizational structure and design of the educational environment based on the non-research approach
6	Relating to students' real-life experiences
7	Knowing the appropriateness of subjects and course content with students' past experiences
8	Increasing the participation of teachers in the development of curriculum content in the field of research
9	Presenting empirical evidence and reasons for educational activities
10	Creating a space for explaining the problem and presenting a hypothesis to achieve scientific results
11	Paying attention to the scope and depth of scientific concepts and principles
12	Paying attention to the needs and interests of students and presenting them in a method
13	Using problem-oriented methods and encouraging students to participate in discussions
14	Education based on the project process and research is an integral part of it
15	Beginning the teaching process with questions, especially challenging questions for imbalance in the mind
16	Using active teaching and learning models to strengthen critical thinking, creativity, innovation, exploration, and research.
17	Emphasis on learning through problem-solving and research
18	Paying attention to the role of the teacher as a facilitator and guide
19	Paying attention to creating understanding and establishing communication, seeing scientific content, and paying attention to the role of senses
20	Development of process skills

code	Extracted concepts
21	Emphasizing using the activity folder
22	Emphasizing the use of self-evaluation of Farhangian University curriculum students in the field of elementary education
23	Paying attention to continuous and formative evaluation
24	Providing the possibility of appropriate and timely feedback and emphasis on qualitative evaluation
25	Paying attention to being participative and paying attention to different forms of evaluation
26	Appreciating the efforts of students of Farhangian University not in comparison with each other but each person in relation to himself
27	Encouraging students according to the process of doing research instead of focusing on results and output
28	Encouraging students to communicate more with reputable scientific centers to get answers to questions
29	Encouraging how to search and explore the sources (books, articles, reports, sites, and websites)
30	Membership in scientific associations and student research institutes
31	Accessing various scientific resources to obtain answers to questions and conduct research
32	Internet access
33	Communicating with students of their university and neighboring universities to share results
34	Considering research as a value and preserving it
35	Developing students' research skills
36	Motivating students to learn research
37	The attitude of adopters toward research and scientific activity
38	The support of Farhangian University administrators for his research
39	Designing the structure of Farhangian University based on research activities
40	Trained instructors
41	Structural obstacles
42	Attitudinal obstacles
43	Management obstacles
44	Increasing students' life skills
45	Strengthening students' critical and creative thinking
46	Academic progress

In the next step, similar and symmetrical components were tried to be placed in the main themes. Based on the conceptual commonality between the categories, the themes were extracted in the form of more abstract concepts. After preparing and setting the Table of initial concepts and categories as the first step of the qualitative analysis of the information obtained from the content analysis of the interviews, the resulting concepts were grouped to complete this process at a higher and more experimental level to reach the main themes. The related categories were categorized into general themes after comparing the grouped categories. The general titles were considered for these themes according to the titles in the related theories or emerging concepts of research literature. Defining and revising determined what a theme discusses and which aspect of information each theme contained. In Table 3, the themes are presented briefly and comprehensively.

Table 3. Common themes extracted from the analyses

	Theme 1. Goals
Concepts	Adaptation of educational system policies with the Farhangian University curriculum
	Training students' questioning skills and spirit
	Human resources management is based on curriculum planning of Farhangian University and strengthening the ability of human resources to create a suitable environment for designing and implementing research curricula.
	Existence of incentive mechanisms (material and spiritual or research encouragement) regarding the participation of teachers in the active curriculum process
	Setting up the organizational structure and design of the educational environment based on a research approach
	Theme 2. content
Concepts	Being related to students' real and life experiences
	Appropriateness of the topic and the content of the courses with the past experiences of the students
	Increasing the participation of teachers in the development of research curriculum content
	Providing evidence and empirical reasons in educational activities
	Creating a space to explain the problem and present a hypothesis to achieve scientific results
	Pay attention to the scope and depth of scientific concepts and principles
	Pay attention to the needs and interests of students in a methodical format
	Theme 3. Teaching methods
Concepts	Using problem-oriented methods and encouraging students to participate in discussions
	Education based on the project process and research is an integral part of it
	Beginning the learning process with questions, especially challenging questions for imbalance in the mind
	Using active teaching and learning models to strengthen critical thinking, creativity, innovation, exploration, and research.
	Emphasizing learning through problem-solving and research
	Paying attention to the role of the teacher as a facilitator and guide
	Paying attention to creating understanding and making connections between scientific materials and paying attention to the role of the senses
	Process skill development
	Theme 4. Evaluation methods
	Emphasizing using the activity folder
	Emphasizing the use of students' self-evaluation
	Attention to continuous and formative evaluation
	Providing the possibility of appropriate and timely feedback and emphasis on qualitative evaluation
	Paying attention to being participative and paying attention to different forms of evaluation
Concepts	Theme 5. Research-oriented encouraging
	Appreciating the efforts of students not in comparison with each other but each person in relation to himself

	Encouraging students according to the process of doing research instead of focusing on results and output
	Encouraging students to communicate more with reputable scientific centers to get answers to questions
	Encouragement for the way of searching and exploring different sources and the extent of referring to multiple sources
	Theme 6. Communicating with students with scientific resources
	Membership in scientific associations and student research centers
	Access to various scientific resources to obtain answers to questions and conduct research
	Internet access
	Communicating with the students of your university and neighboring universities to share the results of your research
	Theme 7. Characteristics of learners
Concepts	Motivating recipients to learn research
	The attitude of adopters toward research and scientific activities
	Considering research as a value and preserving it
	Developing students' research skills
	Theme 8- Facilitating factors
Concepts	The support of university administrators for his research
	University structure design based on research activities
	Trained instructors
	Theme 9. Obstacles
Concept	Structural obstacles
	Attitudinal obstacles
	Management obstacles
Concept	Theme 10. Consequences
	Increasing students' life skills
	Strengthening students' critical and creative thinking
	Educational development

Axial Coding: The purpose of coding in the axial coding stage is to create a relationship between the produced categories. In the present study, axial coding is based on the paradigm model (Figure 1).

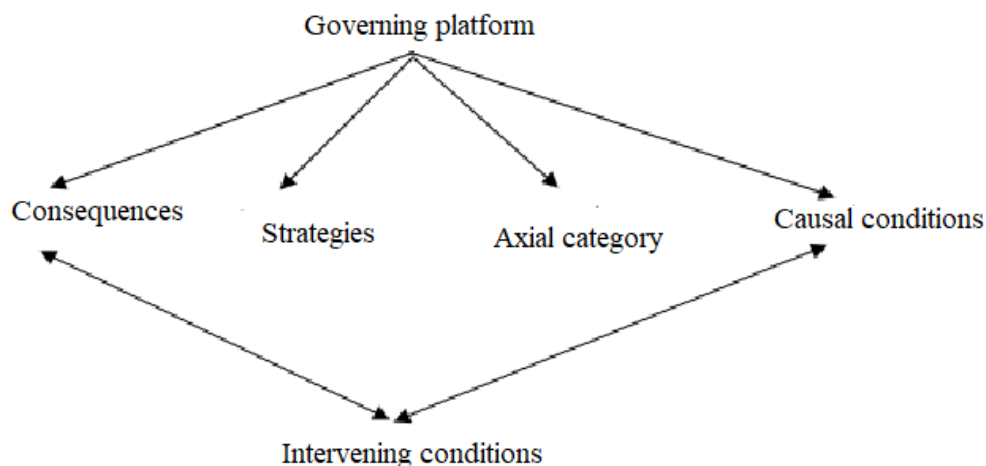


Figure 1 of the research paradigm

1-Axial category: The curriculum design in the elementary education field of Farhangian University is considered the basis and main pillar of implementing the curriculum model of Farhangian University. The category of designing the primary education curriculum of Farhangian University was selected as a central category based on the FRDE. The design elements of the primary education curriculum of Farhangian University include the purpose, content, teaching method, learning experiences, time, space, grouping, and evaluation in the field of designing the elementary education curriculum of Farhangian University.

2- Causal conditions: among the existing categories, "curriculum content", "teaching method" and "evaluation" are more effective in the curriculum model of Farhangian University. If these factors are not provided, the elementary education curriculum of Farhangian University will not be realized.

3-Actions and interactions: research-oriented encouragement to establish students' connection with scientific resources: Actions and interactions represent the behaviors, activities, and purposeful interactions that are adopted in response to the category-oriented and affected by intervening conditions, which in this research include: research-oriented encouragement students and connecting students with scientific resources.

4-Intervening conditions: Intervening conditions are the factors that influence the implementation of the elementary education curriculum policy of Farhangian University. In the current research, the facilitating factors role in the curriculum model of Farhangian University is the support of the university administrators, the design of the university structure based on research activities, and trained instructors in the specialized field of student-oriented research and trained instructors in the specialized field of research. In addition, structural obstacles, attitudinal obstacles, and managerial obstacles are among the obstacles to advancing the curriculum of Farhangian University in the field of elementary education.

5-Governing platform: special conditions that affect reactions and interactions are called platforms. The introduced model includes the motivation of adopters, the attitude of adopters, the values of adopters, and the development of research skills.

6-Consequences: In the current research, increasing students' life skills, strengthening students' critical and creative thinking, and academic progress are the result of actions and interactions created and influenced by causal conditions, the central category, and the governing platform.

Selective coding (Theorizing stage): Based on the results of open and axial coding, the main stage of theorizing is selective coding. In the selective coding stage, the relationship between the criteria of the curriculum model in the elementary education field of Farhangian University was determined in the form of research narrative analysis. Figure (2) shows the connection between the different identified categories in the form of a paradigm model and under the title of curriculum model in the elementary education field of Farhangian University. The final model of the curriculum of Farhangian University in the field of elementary education based on the FRDE is drawn as follows.

The model of the elementary curriculum of Farhangian University
based on the **FRDE**

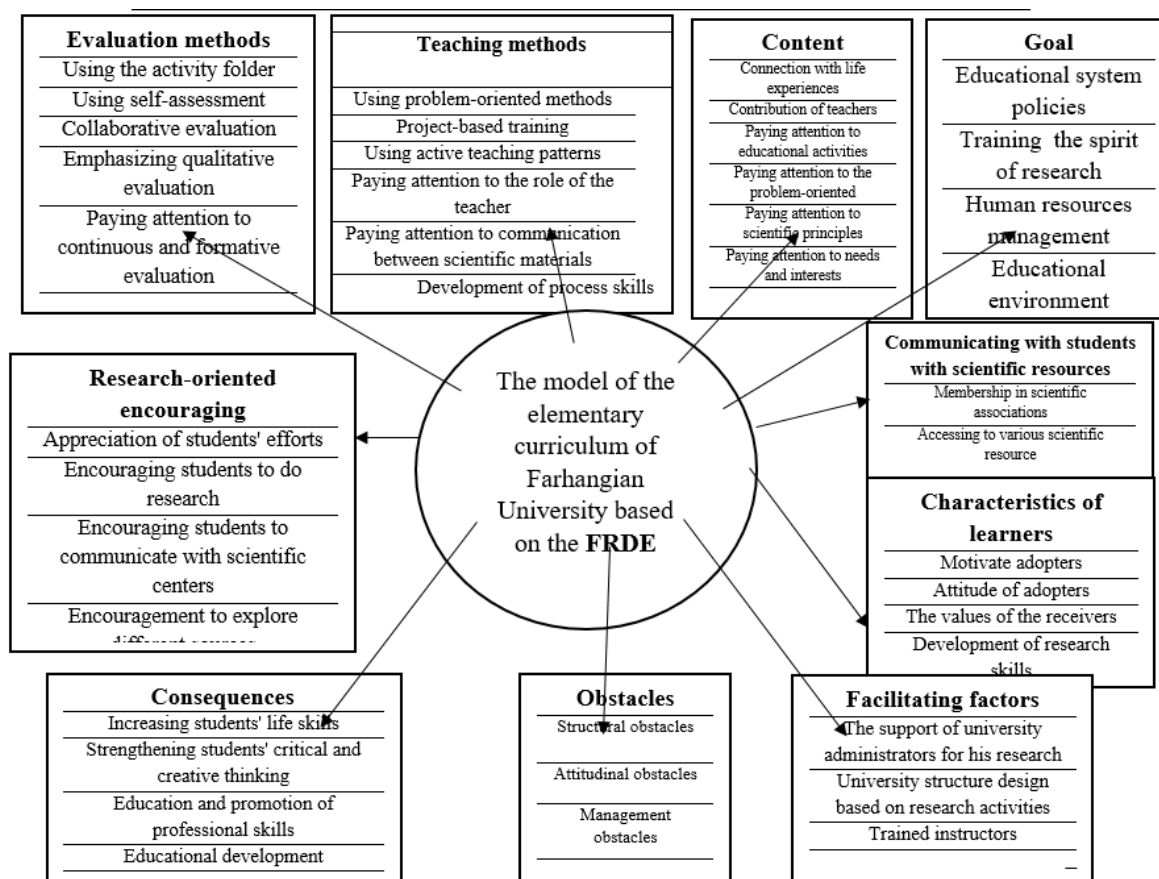


Figure 2. The final model of the curriculum of Farhangian University in the field of elementary education based on the FRDE

Discussion and conclusion

According to the findings, the curriculum components of the elementary course of Farhangian University based on the FRDE have ten components including goal, content, teaching methods, evaluation methods, research-oriented encouraging, connecting students with scientific resources, characteristics of learners, facilitating factors, obstacles, and consequences. In explaining the findings of the research related to the goal component, it is accepted that one of the most vital elements in the curriculum process is determining the goal or goals. The goals are actually the main elements of curriculum planning and programs are designed and implemented to achieve them. The goals are actually the final intention of education and they specify the results that are expected to be observed in the learner's behavior after the implementation of a curriculum (Fathi Vajargah, 2019). It should pay attention to different types of educational goals in planning a curriculum. The types of goals include goals related to the skills and abilities acquired by the learner, goals related to the training process, and goals related to the consequences of the educational program. The learner's educational goals include goals related to learning in the cognitive, emotional, and psychomotor fields (Norouzi and Noorian, 2020), which explains the findings of the present study. In addition to the general principles, determining and defining the goals in the elementary course curriculum of Farhangian University should be specific to the students of this university and the elementary course. The education goals in the elementary course of Farhangian University according to their characteristics and based on research findings are: adapting the curriculum of Farhangian University to the policies of the educational system, developing students' skills and the spirit of questioning, managing human resources based on the curriculum of Farhangian University, strengthening the ability of human

resources to create a suitable environment for designing and implementing research curricula, the incentive mechanisms (material and spiritual or research encouragement) in relation to the participation of students-teachers in the active curriculum process and setting up the organizational structure and designing the educational environment based on a research approach. Questioning is a needed skill at all levels of community interaction. Training the skills and spirit of questioning in the students of Farhangian University (the future teachers of the elementary school in the country) can be the first step to training the spirit of questioning in students, which is also emphasized in the FRDE. Farhangian University is not responsible only for teaching courses, transferring the cultural heritage of past generations to the new generation, and training students' mental abilities, rather, it is mainly responsible for the growth and development of students in physical, mental, emotional, social, and moral dimensions. Reforming the teacher training system should be considered a prerequisite for realizing any kind of transformation in the educational system. Therefore, it seems that Farhangian University can take fundamental steps in creating changes in the educational system by carrying out reforms in teacher training.

According to FRDE in Iran, the solution is to establish a national teacher training system and start Farhangian University with a specialized and professional education approach based on education by the Ministry of Education. This program was carried out in cooperation with the relevant institutions to reengineer the policies and readjust the principles governing the teacher training curriculum with an emphasis on internships and adapting the level of professional competencies of teachers at the national and global levels. This program is also proposed with the requirements of the curriculum model in the education system and the design of suitable policies to promote the methods of recruiting, training, and retaining teachers in education (fundamental reform document, 2011, p. 26). The findings of the present research are consistent with the results of Kalbasi et al. (2019) and Artin (2021).

In explaining the findings of the research in relation to the content component, it is accepted that Farhangian University is responsible for teacher training among the universities in Iran based on the FRDE. The FRDE suggests solutions for improving and promoting the effectiveness of teachers and in other words the curriculum content of the elementary course at Farhangian University. The results showed that the curriculum content of the elementary course of Farhangian University includes the relationship with life experiences, the contribution of teachers' participation, attention to educational activities, attention to problem-oriented, attention to scientific principles, and attention to needs and interests. The curriculum framework should be informative enough to help children in learning the necessary developmental tasks in real life that society expects from them. Every society, whether small or large, has a wide level of needs, issues, and problems, and one of the most important tasks of school education is to prepare people for life in society. Each student should have special responsibilities and duties towards the society and the curriculum should be chosen according to the needs and issues and problems of the society, which is also emphasized by the FRDE. In terms of student-teacher participation in this issue, it can be said that teachers are one of the most influential elements related to curriculum planning. Their presence at the national level of curriculum planning helps to make decisions more realistic and the relationship between theory and practice becomes meaningful. In addition, conducting practical research at the classroom level provides a basis for revising the curriculum and adapting it to the results of the classroom. In addition, the starting point of the education process in the problem-oriented approach is to challenge the student in the form of a real and tangible problem in life. This challenge results in his need to learn knowledge and acquire skills that help him solve this problem. The curriculum content of the elementary course of Farhangian University (continuous undergraduate students) can help students to become suitable teachers for students by considering the interests and needs of students in developing the curriculum of this course. The findings of the present research are consistent with the results of Kalbasi et al.

(2020) and Anis (2020).

In explaining the findings of the research regarding the component of teaching methods, it is accepted that teaching patterns are actually learning patterns. By using these models, teachers help students in acquiring information, opinions, skills, and ways of thinking, express their opinions, and teach them how to learn (Safavi, 2020). The FRDE mentions that reforming and updating education methods with emphasis on active, group, and creative methods concerning the exemplary role of teachers should be carried out in the elementary school of Farhangian University. Project-based learning is a model that organizes learning based on projects. The guide of this method for teachers states that projects are complex activities based on challenging questions or issues that engage students in design work, problem-solving, decision-making, and research activities. Therefore, this goal can be achieved by using active teaching models based on the FRDE. Regarding the teacher's role in the teaching process, the teacher should define and specify his teaching goals in an objective and measurable way. The FRDE considered the role of the teacher as a guide and a reliable and visionary guide in the process of education and training and the most effective element in fulfilling the missions of the official public education system. The findings of the research are consistent with the results of Azarpoone (2020), and Natghi (2019).

In explaining the findings of the research regarding evaluation methods, evaluation in curriculum studies includes curriculum evaluation and learner evaluation or evaluation of academic progress. The FRDE emphasizes self-evaluation and mentions that self-evaluation should be carried out to know the fulfillment of the goals of the academic courses (Chapter 3, School in the Vision Horizon 2022). In addition, participatory evaluation is the supervision of the interested groups on part or all of the curriculum processes and how to implement it with different goals and at different levels, which is mentioned in the reform document (Chapter 3). The results of the research also show that qualitative, continuous, and formative evaluation are also sub-components of evaluation. It can be generally explained that descriptive evaluation has a favorable effect on achieving goals, improving the quality of student teachers' learning, emphasizing the goals of education instead of emphasizing the content of books and providing a suitable context for removing the absolute rule of final exams and increasing the mental health of the teaching-learning environment. The only culture that is undesirable is ecclesiasticism, which is also mentioned in the reform document (Chapter 3, School on the Horizon of 2022). The findings of the research are consistent with the results of Jalali and Aslani et al. (2020).

In explaining the findings of the research related to research-oriented encouragement, among the types of literacy, one of the most important types of literacy is research literacy, which is the acquisition of a skill in which a person becomes aware of both the research process and the skills necessary to gather the required information and the application of information to meet their needs. Competency and ability in the field of research are prerequisites for knowledge production, and the teacher is the pioneer of science and knowledge transfer, and he is the most prioritized person to acquire this knowledge. The teacher is making decisions in the classroom every moment and the decisions he makes have a great effect on the life and future of the students. The realization of educational goals is largely dependent on the decisions of this educated class, which is also mentioned in the transformation document. Three components of education, training, and research-oriented are the main pillars of Farhangian University based on the FRDE in the new mission of Farhangian University to achieve the training of thinking and researching teachers. Out of these three elements, the field of research in modern and academic ways is one of the new missions of Farhangian University and complements the previous missions of teacher training centers. For this purpose, one of the vice-chairs in the central organization of Farhangian University is dedicated to research areas like other universities (Fifth chapter). Therefore, appreciating the efforts of students, encouraging students to conduct research, encouraging students to communicate with scientific centers, and encouraging them to explore various sources in Farhangian University, especially in the elementary

school, can bring prosperity and excellence and fulfill the goals of the transformation document. The results of the present study are consistent with the findings of Yazdani et al., Adib Manesh, Hosseinpour, and Zainabadi (2020).

In explaining the findings of the research regarding the communication of students with scientific resources, it can be said that Farhangian University is a chain of educational and research systems because this university's main task is the professional training of teachers and skilled human resources for the large and influential education system of the country and the FRDE consider various missions for teacher training. Farhangian University is the inheritor of teacher training centers and has a new structure of dual higher education. Its main mission is the educational traditions of teacher training and the educational and research approaches of the new university system. These two components form the nature of the nascent Farhangian University and define its research and educational mission.

The first research steps of this university are focused on the fields of education and training. The quantity and quality of research have not progressed at the same level as the two other fields due to the lack of conditions such as the predominance of educational and educational culture, the lack of young faculty members who have entered this university with the new university system and the recruitment mechanism of the Ministry of Science as new experts, and also lack hardware infrastructure such as modern laboratory facilities and libraries and physical space and necessary equipment. This imbalance has created many challenges for Farhangian University in the field of research and has made it difficult for students and teachers to access scientific resources. The research findings are consistent with the results of Ghasemizad, Ramezani, et al (2021).

In explaining the findings of the research regarding the characteristics of the learners, it can be said that the behavior of student-teachers in learning situations acts differently in their learning activities. A group barely achieves the minimum success required to continue their education, another group is in the middle and achieves relative success, and finally, some achieve significant success. Generally, educational decisions or curriculum planning cannot be made appropriately without sufficient knowledge about learners and knowing the characteristics of learners. Curriculum planning is the result of decisions that are taken according to three basic issues: 1- Selecting and organizing the content 2- Selecting the educational activities to learn this content 3- Plans and strategies to optimize the conditions for learning. It is generally necessary for curriculum planners to be regularly informed about the latest findings in the psychology of learning. Changing the negative concepts of student-teachers towards themselves and turning them into positive concepts requires patience, empathy, and understanding of student-teachers. It also requires the revision of programs and teaching methods. Therefore, it should pay attention to the motivation of the adopters, the attitude of the adopters, the values of the adopters, and the development of research skills in student-teachers in the curriculum for students, especially the students of Farhangian University, who are the future teachers of the country, which is also mentioned in the FRDE (Chapter 5). The findings of the research are consistent with the results of Pourkomoleh et al (2021).

In explaining the findings of the research regarding the facilitating factors, it can be said that the present age is for scientific research, which results in the expansion of new knowledge and technologies and the high ability of contemporary humans in solving the problems and issues of society.

As the problems of society become more complex, it is more required to do the research and recruit researchers and create a coherent organization for planning the organization of intelligent research activities (4). All subjects such as developing the field of research, strengthening the spirit of research, expanding the knowledge, insight, and skills of human resources, increasing the professional capabilities of individuals and groups among teachers, exchanging experiences and achievements at the local and national level and creating opportunities for continuous scientific and research retraining, studies under the headings of solution 7-11 of the FRDE (FRDE, 2016, p. 47) and the goals

of Farhangian University (2011) show the important role of this university in training and strengthening the research skills of student teachers as the pioneer of education for the future generation of students. Farhangian University has a different characteristic from other universities, which is teacher training. Farhangian University is a mission-oriented university and its main mission is teacher training. In this university, both teaching skills and the spirit of research should be strengthened so that these student teachers can cultivate the spirit of research in their future students. Currently, Farhangian University does not have a favorable position in the field of research. The FRDE emphasizes expanding and deepening the culture of research and evaluation, creativity and innovation, and theorizing and documenting indigenous scientific-educational experiences in the formal and public education system (major goals 2, 1, 4, and 8). It seems that university managers support student-teachers in conducting research, paying attention to research activities, designing the structure of the university based on research activities, and employing trained instructors in the field of research, which are among the facilitating factors of the development of activities among student teachers, which the current research has also shown. The findings of the present research are consistent with the results of Abdulkhani (2021).

In explaining the findings of the research regarding the obstacles, it should be said that according to the research literature, the most important obstacles and challenges to the implementation of the reform document are: lack of provision for the implementation guarantee of the fundamental reform document, lack of revision of education laws and regulations in accordance with the fundamental reform document, lack of approval of the laws foreseen in the fundamental reform document, lack of preparation of a road map for the cooperation of other institutions and bodies, the eight-year delay in the preparation of the subsystems of the fundamental reform document, the non-operation of the subsystems and the lack of provision of observable quantitative and qualitative operational indicators, and finally their measurement and evaluation. In the present research, three structural, attitudinal, and managerial obstacles have been mentioned as obstacles in the FRDE in the curriculum of Farhangian University. In the field of structural obstacles, it can be said that several programs under the operational goals of the document and its solutions have been currently formulated in the form of several subsystems, and Farhangian schools and universities should implement their scattered programs. The results of Farhangian University's participation programs in these subsystems have not achieved the necessary inclusion and effectiveness as a university transformation plan at the level of the reform document, and it is only an extra cost for this university. The transformation document should be implemented in this university and its executive crystallization should be reflected in the executive regulations of this university. The structural obstacles indicate that appropriate training has not been done for implementing the transformation document and curriculum design based on the FRDE and there is no constructive and effective partnership between the student and the university, and there is also no correct evaluation of its implementation. In addition, active researchers are not supported and there is no healthy competition in this regard. Generally, the student-teachers and university managers at a higher level do not have proper knowledge about the content of the fundamental reform document, and even researchers have no positive bias toward it (Akhlaghi, 2021). The research literature has also pointed out the negative attitude of many managers towards this reform document and emphasized that this negative attitude is an obstacle to the implementation of the reform document and curriculum planning. Khosravi et al. (2018) confirm the findings of the current research that indicate the attitudinal obstacle. In addition, the results have shown that managerial obstacles have caused difficulties in curriculum design based on the FRDE. In the implementation of the FRDE, there is no capable and knowledgeable management and leadership in advancing the transformation of education and strategic and forward-looking perspective in the implementation of the reform document. In addition, a change of managers changes or ends the process of implementing the document. The managers do not have the necessary preparation in terms

of science, expertise, and skills, and the managers do not know about the expected behavior of the transformation at different levels. The appropriate executive guarantee is not provided for the implementation of the fundamental reform document in the curriculum of Farhangian University and the organizational missions of managers in the field of education transformation have not been specified precisely, which explains the findings of the present research. There is no research support in this field, but it can be consistent with the findings of Madani, Ahmadabadi, and Abdulahi (2021).

In explaining the findings of the research regarding the consequences of curriculum design based on the FRDE, it should be said that the curriculum design based on the FRDE can lead to an increase in skills in students' lives, strengthening students' critical and creative thinking, training and improving students' professional skills and academic progress. One of the important tasks of the education system is to teach different skills to the target society of students, and the most important task is the acquisition of social life skills as an important indicator in the FRDE. Education with a one-dimensional process is harmful to society. Unfortunately, some schools and families make children one-dimensional, and this process causes students to become isolated in the future, or tend to other deviant paths. The main mission of the elementary course is to teach basic skills. Therefore, today's students need both skills to enter the next academic courses and skills for a successful life and to be successful and effective citizens. These skills should be taught in elementary school. Student-teachers at Farhangian University are the ones who will teach these students in the future. Therefore, these students and teachers should have enough knowledge of life skills to teach these students the necessary skills. This goal can be achieved by designing the curriculum of the elementary course at Farhangian University based on the FRDE. In addition, every person should have creative thinking to immediately find a new solution and help get out of the problem when faced with challenges. It is necessary to use creative problem-solving skills to compensate for educational weaknesses and deficiencies and to keep pace with the rapid progress of science. Our school systems, from the first grade to the university, emphasize storing information instead of using the amazing power of the brain to create new thoughts and turn them into reality, while it is emphasized in the FRDE and the sixth chapter. Therefore, one of the consequences of the curriculum design based on FRDE can be the training of critical thinking among the student-teachers of Farhangian University, which explains the research findings. In addition to critical thinking, curriculum design based on the FRDE can lead to the academic progress of student-teachers and the improvement of their professional skills. There is no research support in this field. This research results are limited to the elementary school of Farhangian University and it should be careful to generalize the curricula of other courses and other universities. The curriculum planning specialists of the elementary school of Farhangian University are suggested to use the factors and values governing the fundamental reform document in selecting the curriculum goals to teach students-teachers the basic skills needed for personal and social life by using its components. Future researchers are suggested to consider the curriculum of the first and second secondary courses of Farhangian University and design its model based on the FRDE.

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