International Invention of Scientific Journal
Online ISSN: 2457-0958
Available Online at http://www.iisj.in **Volume 8, Issue 02(April-May-June)|2024**|Page: 84-96

Original Research Paper-Education

Designing a Curriculum Model for the Primary Education Program at Farhangian University Based on the Fundamental Transformation Document of Education

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Article Received: 18-April-2024 Revised: 08-May-2024 Accepted: 28-May-2024

ABSTRACT:
The current study aims to design and validate a curriculum model for the primary education program at Farhangian University based on the Fundamental Transformation Document of Education. The research method was applied in terms of purpose and mixed-method (qualitative-quantitative) in terms of data foundation and paradigmatic framework. In the qualitative approach, content analysis and grounded theory methods were used, and in the quantitative approach, a descriptive survey method was used. The statistical population of the study in the qualitative section included 34 experienced professors in the fields of curriculum planning and primary education from five provinces (Farhangian University of Tabriz, Tehran, Mazandaran, Razavi Khorasan, and Qom) who were selected using a purposeful sampling method. In the quantitative section of the research, the specialists of the educational sciences group are 420 people, who were selected from the five provinces (Farhangian University of Tabriz, Tehran, Mazandaran, Razavi Khorasan, and Qom) and a statistical sample of 201 people were selected using a multi-stage cluster sampling method using Morgan's table. To collect data in the qualitative section, theoretical texts and semi-structured interviews were reviewed and analyzed by experts and the grounded theory method was used. In the quantitative section, a researcher-made questionnaire with 48 items was used, which was designed and prepared based on the data of theoretical texts and interviews with experts. The face and content validity of the instruments were confirmed by experts, and their construct validity was calculated with a factor load of more than 0.5, which was confirmed. The reliability of the questionnaire was examined using the Cronbach's alpha method by SPSS21 and Smart pls3 software, and the calculated values for reliability were above 0.70. To analyze the data, exploratory factor analysis, confirmatory factor analysis, Kolmogorov-Smirnov test, and structural equations were used. The results showed that ten components including objectives (9 components), content (8 components), teaching methods (6 components), learner characteristics (4 components), establishing students' connection with scientific resources (6 components), evaluation methods (8 components), facilitating factors and barriers (3 components), and consequences (4 components) have the necessary sufficiency to remain in the research model and their factor load values are appropriate.

Keywords: Farhangian University, Higher Education Curriculum, Fundamental Transformation Document of Education

INTRODUCTION:

The education system is one of the most extensive systems within any society, determining its long-term destiny. When designed effectively in terms of objectives, structure, and resources, education ensures long-term societal development and enhances its effectiveness. The Fundamental Transformation Document of the Education System, a comprehensive framework encompassing theoretical foundations, objectives, principles, missions, challenges, visions, and strategies, serves as a guide for decision-making in steering, managing, monitoring, and implementing the national education system to achieve substantive content and structural transformations. The primary components of the Fundamental Transformation Document of the Education System are as follows:

1. **Logic of the Learning Domain:** The curriculum logic of the learning domain addresses the rationale behind the curriculum and is formulated based on higher-level documents, needs assessments, and research findings.
2. **Competence in the Learning Domain:** Competence is a combination of attributes and capabilities that encompass a blend of cognitive and academic skills, knowledge, motivation, values, ethics, attitudes, emotions, and social behaviors applied to perform actions in a specific context.
3. **Content in the Learning Domain:** Content is a coherent and coordinated set of educational opportunities presented in the form of key ideas, concepts, essential 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 applied in a specific or common scientific domain or other scientific domains.
5. **Teaching-Learning Strategies:** Teaching-learning strategies, on the one hand, refer to the educational opportunities provided to acquire the competencies outlined in the curriculum, and on the other hand, refer to the strategies that learners are expected to employ to demonstrate their understanding and acquired abilities in various situations.
6. **Assessment of Academic Progress:** Assessment of academic progress refers to the specific teacher competencies, resources, facilities, and equipment required by students (Akhlaqi, 2021).
7.

The Teacher: A Pivotal Role in Education

Teachers play a crucial role in shaping students' educational, spiritual, emotional, ethical, political, and social dimensions. They significantly contribute to preparing the human capital society requires (Jalali et al., 2020). Teachers' research skills are a key factor in enhancing the quality of the education system. Through research in educational settings, teachers gain insights into themselves, their students, and their colleagues, enabling them to identify continuous improvement strategies (Khosravi et al., 2019). Consequently, the importance of cultivating teachers who go beyond knowledge acquisition and can nurture creative and analytical students has grown immensely, emerging as an essential requirement in the education system (Ghassemi Zadeh, 2020).

Curriculum Development in the Context of the Fundamental Transformation Document

Curriculum development based on the Fundamental Transformation Document emphasizes the following principles:

1. Alignment with Islamic Education Theory
2. Responsiveness to Needs
3. Concordance with Scientific and Technological Advancements
4. Attention to Islamic and Iranian Identity

The curriculum for teacher education and Farhangian University has undergone numerous changes since its inception, adapting to changing circumstances and requirements (Adib Mansh, 2020). The components of the elementary school teacher education curriculum include the main goal, objectives, content, method, teacher's role, assessment, atmosphere, time, location, program maintenance and improvement, and program review (Mahdavi Hezaraveh et al., 2020). However, findings suggest that Farhangian University's curriculum focuses more on general education and training, with over a third of the university's courses in each field dedicated to general education and training (Ramzani et al., 2021). On the other hand, a group of instructors from educational departments, particularly science departments, based on their lived experiences, believe that general education and training curricula have significant overlap, increasing the repetition of course topics and leading to a reduction in subject-specific and specialized curricula. Farhangian University has been unable to establish a link between general education and training and subject-specific and specialized curricula (Ahmadabadi et al., 2020).

Despite its inclusion in the Farhangian University Strategic Plan for the 2025 Horizon, as approved by the University's Board of Trustees (2016), the implementation of the new teacher education curriculum faces numerous challenges. These include:

1. **Inadequate Participation:** The involvement of stakeholders and effective entities in teacher education is subpar.
2. **Resource and Infrastructure Limitations:** The university's resources and infrastructure are insufficient, given its role in enhancing the country's education system.
3. **Neglect from Management:** Managers at various levels have not paid due attention to the university.
4. **Negative Perceptions:** There is a growing negative perception towards Farhangian University.

In line with these challenges, research by Asareh et al. (2019) indicates that the perceived quality of the university's curriculum for training professional teachers is below expectations. Moreover, Yazdani et al. (2020) highlight numerous shortcomings and obstacles in the teacher education curriculum and suggest approaches to address them.

Research Objectives and Questions

Given the aforementioned research findings and the evident shortcomings in teacher education curricula, this study aims to design an elementary education curriculum for Farhangian University based on the Fundamental Transformation Document of Education. The research question guiding this endeavour is:

What is the most appropriate curriculum model for the elementary education program at Farhangian

University based on the Fundamental Transformation Document of Education?

METHOD

This applied research employs a qualitative approach using the grounded theory method for data collection. Semi-structured interviews based on the grounded theory method were conducted to gather qualitative data. The statistical population includes experienced and expert professors in curriculum planning for the elementary education program at Farhangian University. A total of 34 participants (18 subject matter experts, professors in curriculum planning programs; 16 elementary education professors) were selected using purposeful sampling, considering the principle of theoretical saturation. Three criteria were used to select participants:

1. **Academic Expertise:** Participants should have adequate knowledge of curriculum issues in the elementary education program at Farhangian University.
2. **Practical Experience:** Participants should have familiarity with curriculum issues in the elementary education program at Farhangian University.
3. **Teaching Experience:** Participants should have at least 10 years of teaching experience in universities.

The interview questions were designed identically for all professors. The method of selecting and conducting interviews involved selecting a few experts from each group as focus groups and bringing them together. The research topic's guide and framework were sent to them before the interviews to allow them time to reflect on the topic and the interview process. The remaining interviews were conducted similarly.

Data Collection and Validity

Data were collected through interviews with curriculum professors from Farhangian University in Tabriz, Tehran, Mazandaran, Razavi Khorasan, and Qom over five months. The interviews lasted a minimum of 35 minutes and a maximum of 65 minutes. To ensure the validity of the data, the following steps were taken:

- **Member Checking:** Participants in the interviews reviewed the resulting categories and provided feedback.
- **Peer Review:** In addition to receiving valuable feedback from the dissertation advisor and committee members, the extracted categories were reviewed by several professors, alumni, and administrators for categorization.
- **Experience and Background of Dissertation Advisor and Committee Members:** Their many years of experience in higher education and studies in curriculum made it possible for the categorization to be done correctly.
- **Participant Involvement in Research:** Participants were involved in the data analysis and interpretation simultaneously.

The reliability of the interviews and data was assessed using the inter-coder method (inter-rater reliability). To calculate the inter-coder reliability percentage (repeatability index), which is used as a measure of analysis reliability, the Miles and Huberman (1994) method was used. The data from the researcher and research associate's coding results showed that the total number of codes recorded by the researcher and research associate was 3672, and the total number of agreements between these codes was 1289. The inter-coder reliability for the content analysis of the interviews conducted in this study, using the formula mentioned, was 0.71. This indicates that the inter-coder reliability percentage is confirmed.

RESULTS

This study aimed to design an appropriate curriculum model for the elementary education program at Farhangian University based on the Fundamental Transformation Document of Education. To this end, qualitative analysis was used and the interviews were coded. The coding and theme extraction process is explained below.

Data Coding

Open Coding: In this study, data collection and analysis were carried out simultaneously. In this process, codes that shared a conceptual similarity were placed under a category, and thus multiple categories were formed. Based on the concepts that were obtained in this step, the initial categories were formed. The result of this stage is to summarize the mass of information obtained from the documents into concepts and categories that are similar to these questions. Open coding brought topics and concepts from the depths of the data to the surface. These topics and concepts were derived from the initial research questions and concepts in the literature and the interviews conducted. Open coding and data categorization were carried out to identify the criteria and subcriteria for explaining the curriculum model in the elementary education program 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 1.

Table 1. Initial coding

Code	Extracted Concepts
1	Alignment of educational system policies with the curriculum in the elementary education program at Farhangian University
2	Fostering a spirit of inquiry and questioning among Farhangian University students
3	Strengthening the ability of human resources to create a suitable environment for designing and implementing research-based curricula for

	elementary education students at Farhangian University
4	The existence of incentive mechanisms (material, spiritual, or research incentives) to encourage Farhangian University students to participate in the research-based curriculum process in the elementary education program
5	Organizational structure and educational environment design based on a non-research approach
6	Relevance to students' real-life experiences
7	Consistency of course topics and content with students' past experiences
8	Increasing the share of teacher participation in curriculum content development in the field of research
9	Providing empirical evidence and reasoning in educational activities
10	Creating an environment for problem definition and hypothesis generation to achieve scientific results
11	Simultaneous attention to the breadth and depth of scientific concepts and principles
12	Attention to the needs and interests of students and presentation in a unified manner
13	Use of problem-based methods and encouraging students to participate in discussions
14	Education based on the project and research process is an integral part of it
15	Initiating the learning process with a problem or question, especially challenging questions to create disequilibrium in the mind
16	Use of active teaching and learning models to strengthen critical thinking, creativity, innovation, exploration, and inquiry
17	Emphasis on learning through problem-solving and research
18	Attention to the role of the teacher as a facilitator and guide
19	Attention to creating understanding and establishing connections between scientific concepts and attention to the role of the senses
20	Development of process skills
21	Emphasis on the use of activity portfolios
22	Emphasis on self-assessment by elementary education curriculum students at Farhangian University
23	Attention to continuous and formative assessment
24	Providing timely and appropriate feedback and emphasis on qualitative assessment
25	Attention to participation and attention to different forms of assessment
26	Recognizing the efforts of Farhangian University students not in comparison with each other but individually
27	Encouraging students based on the process of doing research rather than focusing on results
	and outputs
28	Encouraging students to connect more with reputable scientific centers to find answers to questions
29	Encouragement on how to search and explore various resources (books, articles, reports, websites, and online resources)
30	Membership in scientific associations and student research centres
31	Access to diverse scientific resources to find answers to questions and conduct research
32	Access to the internet
33	Establishing communication with students from their university and neighboring universities to share findings
34	Perceiving research as a value and preserving it
35	Developing students' research skills
36	Motivating learners to learn research
37	Adopters' attitudes towards research and scientific activities
38	Support from Farhangian University administrators for research
39	Designing the structure of Farhangian University based on research activities
40	Trained instructors
41	Structural barriers
42	Attitudinal barriers
43	Managerial barriers
44	Enhancing students' life skills
45	Strengthening students' critical and creative thinking
46	Academic progress

In the next step, an attempt was made to place similar and comparable components within the main themes. Based on the conceptual commonality of the categories, the themes were extracted in the form of more abstract concepts. After preparing and organizing a table of initial concepts and categories, as the first step in the qualitative analysis of the information obtained from the content analysis of the interviews, the resulting concepts were grouped at a higher and more abstract level to achieve the main themes. After comparing the grouped categories, the related categories were categorized under a general theme, and general titles for these themes were considered based on the titles available in the related theories or concepts derived from the research literature. By defining and reviewing, the nature of what a theme is discussing was determined, and it was determined which aspect of the information each theme contains. The themes are presented in Table 2 concisely and comprehensively.

Table 2. Common themes extracted from the analyses

Theme	Concepts
Theme 1: Objectives	**Alignment of Educational System Policies with**

	Farhangian University Curriculum
Concepts	Fostering a spirit of inquiry and questioning among Farhangian University students Human resource management based on Farhangian University curriculum planning and strengthening the ability of human resources to create a suitable environment for the design and implementation of research-based curricula The existence of incentive mechanisms (material, spiritual, or research incentives) to encourage teachers to participate in the active curriculum process Organizational structure and educational environment design based on a research approach
Theme 2: Content	**Relevance to Students' Real-Life Experiences**
Concepts	Consistency of course topics and content with students' past experiences Increasing the share of teacher participation in the development of research-based curriculum content Providing empirical evidence and reasoning in educational activities Creating an environment for problem definition and hypothesis generation to achieve scientific results Simultaneous attention to the breadth and depth of scientific concepts and principles Attention to the needs and interests of students and presentation in a unified manner
Theme 3: Teaching Methods	**Use of Problem-Based Methods and Encouraging Students to Participate in Discussions**
Concepts	Project-based and research-based learning as an integral part Initiating the learning process with a problem or question, especially challenging questions to create disequilibrium in the mind Use of active teaching and learning models to strengthen critical thinking, creativity, innovation, exploration, and inquiry Emphasis on learning through problem-solving and research Attention to the role of the teacher as a facilitator and guide Attention to creating understanding and establishing connections between scientific concepts and attention to the role of the senses Development of process skills
Theme 4: Assessment Methods	**Emphasis on the Use of Activity Portfolios**
Concepts	Emphasis on self-assessment by students Attention to continuous and formative assessment Providing timely and appropriate feedback and emphasis on qualitative assessment Attention to participatory assessment and attention to different forms of assessment
Theme 5: Encouragement of Research	
Concepts	Recognizing students' efforts not in comparison to each other but individually Encouraging students based on the process of doing research rather than focusing on results and outputs Encouraging students to connect more with reputable scientific centers to find answers to questions Encouraging how to search and explore various resources (books, articles, reports, websites, etc.) and the extent of referencing multiple sources
Theme 6: Establishing Student Connections with Scientific Resources	
Concepts	Membership in scientific associations and student research centers Access to diverse scientific resources to find answers to

	questions and conduct research Access to the internet Establishing communication with students from their university and neighboring universities to share research findings
Theme 7: Characteristics of Learners	
Concepts	Motivating learners to learn research Learners' attitudes towards research and scientific activities Perceiving research as a value and preserving it Developing students' research skills
Theme 8: Facilitating Factors	
Concepts	Support from Farhangian University administrators for research Designing the university structure based on research activities Trained instructors
Theme 9: Impeding Barriers	
Concepts	Structural barriers Attitudinal barriers Managerial barriers
Theme 10: Outcomes	
Concepts	Enhancing students' life skills Strengthening students' critical and creative thinking Academic progress

Axial Coding:

The purpose of coding in the axial coding stage is to establish relationships between the generated categories. In this study, axial coding was performed based on the paradigm pattern (Figure 1).

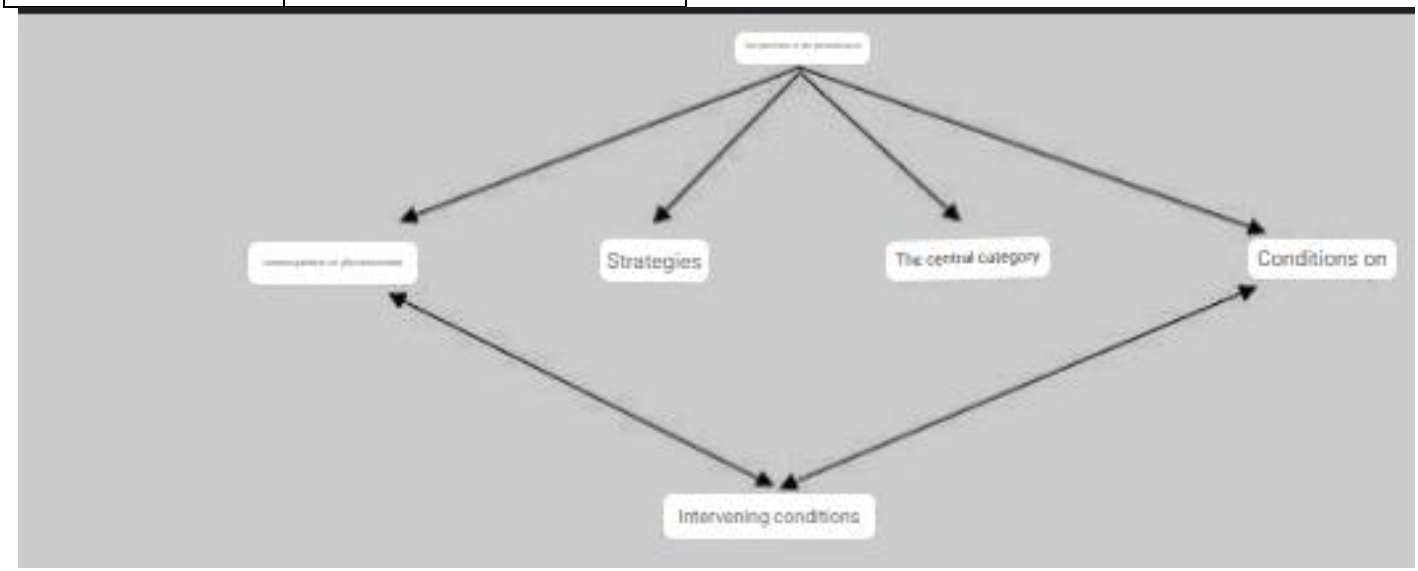

Figure 1. Research paradigm model

1. Axial Category:

Since the design of the elementary education curriculum at Farhangian University has been considered the basis and main pillar for the implementation of the Farhangian University curriculum model, the category of designing the Farhangian University elementary education curriculum based on the fundamental transformation document of education was chosen as the axial category. The elements of designing the Farhangian University elementary education curriculum include objectives, content, teaching methods, learning experiences, time, space, grouping, and evaluation in the field of designing the Farhangian University elementary education curriculum.

2. Causal Conditions:

Among the existing categories, "curriculum content," "teaching method," and "evaluation" are considered as causes that have played a more active role in the Farhangian University curriculum model. If these factors are not provided, the Farhangian University elementary education curriculum will not be realized.

3. Intervening Conditions:

Research-based incentives and establishing student connections with scientific resources: Interventions are purposeful behaviors, activities, and interactions that are taken in response to the axial category and under the influence of intervening conditions. In this study, these include research-based incentives for students

and establishing student connections with scientific resources.

4. Consequence:

The consequence of the axial category and the intervening conditions is the outcome of the research. In this case, the consequence is the realization of the Farhangian University elementary education curriculum.

5. Context:

The context refers to the specific conditions that affect the actions and interactions. In the presented model, these include learners' motivation, learners' attitudes, learners' values, and the development of research skills.

Sure, here is the translation of the sentence into standard native English:

6. Consequences:

In this study, the consequences of the actions and interactions created and influenced by the causal conditions, the core category, and the governing context are the enhancement of students' life skills, the strengthening of students' critical and creative thinking, and academic progress.

Selective Coding (Theory Building Stage):

Based on the results of open coding and axial coding, the main stage of theory building is selective coding. In the selective coding stage, the relationships between the criteria of the curriculum model in the elementary education department of Farhangian University were determined in the form of research narrative analysis. Figure (2) shows the establishment of connections between the various identified categories in the form of a paradigm model and under the title of the curriculum model in the elementary education department of Farhangian University. The final curriculum model for the elementary education department of Farhangian University based on the fundamental transformation document of education is drawn as follows.

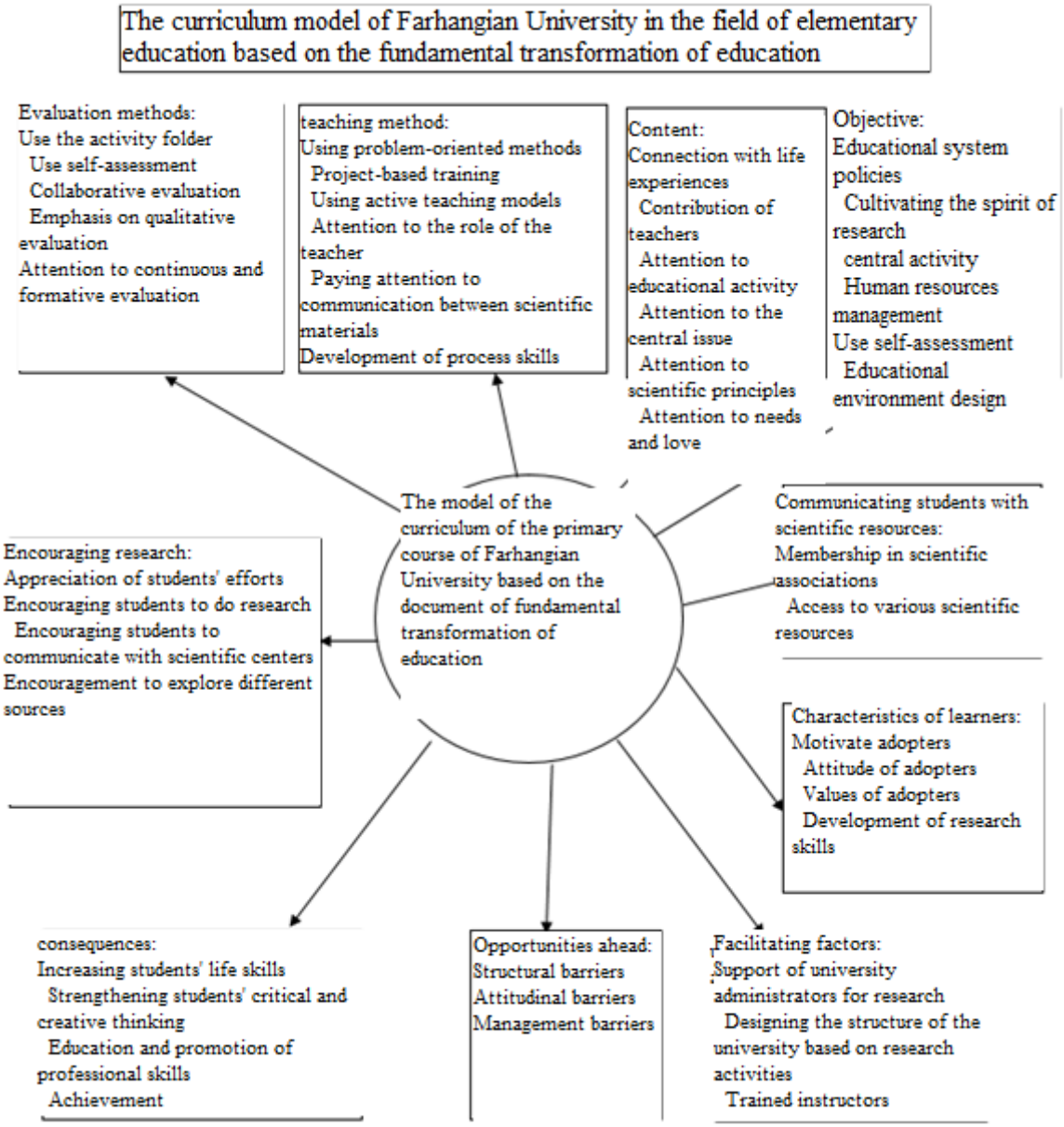

Figure 2. The final model of the curriculum of Farhangian University in the field of elementary education based on the document of the fundamental transformation of education and upbringing

DISCUSSION AND CONCLUSION

The findings of the study showed that the components of the Farhangian University elementary education curriculum based on the fundamental transformation document of education consist of ten components: objectives, content, teaching methods, assessment methods, research-based incentives, establishing student connections with scientific resources, learner characteristics, facilitating factors, impeding barriers, and outcomes.

In explaining the research findings related to the objectives component, it can be said that one of the most vital elements in the curriculum planning process is the determination of the objective or objectives. Objectives are actually the main elements of curriculum planning, and programs are designed and then implemented to achieve them. Objectives are the ultimate purpose of education and training or define the results that are expected to be observed in the learner's behavior after the implementation of a curriculum (Madani et al., 2020). In designing an educational program, attention should be paid to different types of educational objectives. Types of objectives include objectives related to the abilities and capabilities acquired by the learner, objectives related to the educational process, and objectives related to the outcomes of the educational program. Educational objectives of the learner include objectives related to learning in the cognitive, affective, and psychomotor domains (Hosseinpour et al., 2020), which confirms the findings of the present study. The determination and definition of objectives in the Farhangian University elementary education curriculum, in addition to general principles, should be specific to the students of this university and the elementary level. The objectives of the Farhangian University elementary education curriculum, based on their characteristics and based on the findings of the study, are: alignment of the Farhangian University curriculum with the policies of the education system, fostering the skill and spirit of inquiry among students, human resource management based on Farhangian University curriculum planning, strengthening the ability of human resources to create a suitable environment for the design and implementation of research-based curricula, the existence of incentive mechanisms (material and spiritual or research incentives) concerning the participation of student-teachers in the active curriculum process and the organizational structure and design of the educational environment based on a research approach.

Inquiry as a skill is needed at all levels of social interaction. Fostering the skill and spirit of inquiry among Farhangian University students, who are the future elementary school teachers in the country, can be the first step in fostering a spirit of inquiry among students, which is also emphasized in the fundamental transformation document of education. The role of Farhangian University in education is not just to teach subjects, to transfer the cultural heritage of past generations to the new generation, and to develop the mental faculties of students; rather, beyond that, the growth and development of students in the physical, mental, emotional, social, and ethical dimensions are among the main objectives of the education system. Creating a transformation in the teacher training system should be considered a prerequisite for achieving any kind of transformation in the education system; therefore, it seems that Farhangian University, first by making reforms in teacher training, can take fundamental steps in creating transformations in the education system. As stated in the fundamental transformation document of education in Iran, the strategy for establishing the national teacher training system and launching Farhangian University with a specialized and professional teacher training approach by the Ministry of Education in cooperation with relevant organizations to re-engineer policies and readjust the principles governing the teacher training curriculum with an emphasis on practice and alignment of the level of professional competencies of teachers at the national and international level with the requirements of the curriculum model in the education and training system and designing appropriate policies to improve recruitment methods, training and retention of teachers in education (Fundamental Transformation Document, 2011, p. 26). The findings of the present study are consistent with the results of Kelbasi et al. (2020).

In explaining the research findings related to the content component, it can be said that based on the fundamental transformation document of the education system, among Iranian universities, Farhangian University is responsible for teacher training. The fundamental transformation document of the education system proposes solutions for improving and enhancing the effectiveness of teachers and, in other words, the content of the Farhangian University elementary education curriculum. This study found that the content of the Farhangian University elementary education curriculum includes connection to life experiences, the role of teacher participation, attention to educational activities, attention to problem-based learning, attention to scientific principles, and attention to needs and interests.

The curriculum framework should be designed in a way that can help children acquire the essential evolutionary tasks in real life that society expects of them. Every society, large or small, has a wide range of needs, issues, and problems, and one of the most important tasks of school education is to prepare individuals for life in society. Each student should have specific responsibilities and duties to society, and the curriculum should be selected based on the needs, issues, and problems of society, as emphasized in the fundamental transformation document of education.

However, concerning the role of student-teachers participation in this matter, 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 makes the relationship between theory and practice more meaningful. At the classroom level, by conducting practical research, they provide the ground for reviewing the curriculum and adapting it to the results of the classroom. In addition, in the problem-based approach, the starting point of the educational process is to challenge the student by presenting a real and tangible problem in life; the result of this challenge is his feeling of need to learn knowledge and acquire skills that will help him solve this problem.

The content of the Farhangian University elementary education curriculum (continuous undergraduate students) can lead to students becoming suitable teachers for students by considering the interests and needs of the students in the development of the curriculum of this course. The findings of this study are consistent with the results of Kelbasi et al. (2011).

In explaining the research findings related to the teaching methods component, it can be said that teaching patterns are learning patterns. Teachers, while using these patterns to help students acquire information, opinions, skills, ways of thinking, and expressing themselves, also teach them how to learn (Kelbasi et al., 2011), as also mentioned in the fundamental transformation document of education, the reform and updating of teaching and training methods with an emphasis on active, group, and creative methods with attention to the role of teacher models should also be carried out in the elementary level of Farhangian University.

Project-based learning is a model that organizes learning around projects. According to the definition presented in the guide to this method for teachers, projects are complex activities based on challenging questions or problems that engage students in design, problem-solving, decision-making, and research activities; therefore, this goal can be achieved using active teaching patterns based on the fundamental transformation document of education.

Concerning the role of the teacher in the teaching process, it should be said that the teacher should define and specify his teaching goals objectively and measurably, and as the fundamental transformation document of education also considered the role of the teacher (mentor) as a guide and a faithful and insightful model in the process of education and training and the most effective element in achieving the missions of the formal public education system. The findings of the study can be consistent with the results of Azarpour (2021).

In explaining the research findings related to the assessment methods component, it can be said that assessment in curriculum studies includes curriculum assessment and learner assessment or academic achievement assessment. The fundamental transformation document of education emphasizes self-assessment and states that self-assessment should be conducted to determine whether the objectives of the educational courses have been achieved (Azarpour et al., 2021).

In addition, participatory assessment is the supervision of all or part of the curriculum processes and their implementation by stakeholders with different goals and at different levels, which is mentioned in the transformation document (Chapter 3).

Furthermore, the research results show that qualitative, continuous, and formative assessment are also subcomponents of assessment, which can be explained as follows: in general, descriptive assessment has a positive impact on achieving objectives, improving the quality of student-teachers learning, emphasizing educational objectives instead of the content of textbooks, providing a suitable ground for eliminating the absolute dominance of final exams, and increasing the mental health of the teaching-learning environment. The only undesirable thing is the culture of "twentyism," which is also mentioned in the transformation document (Azarpour et al., 2021). The findings of the study are consistent with the results of Jalali et al. (2021).

In explaining the research findings related to research-based incentives, it can be said that today, one of the most important types of literacy among the types of literacy is research literacy, which can be defined as the acquisition of a skill in which the individual becomes aware of both the research process and the necessary skills to collect the information he needs and apply the information to solve his own needs. Competence and capability in the field of research is a prerequisite for knowledge production, and the teacher, who is the flag bearer of transferring knowledge, is the most prioritized person to acquire this knowledge. The teacher in the classroom is constantly making decisions, and the decisions they make have a great impact on the lives and future of the students. The achievement of educational goals is largely dependent on the decision-making of this educated group, which is also mentioned in the transformation document.

Based on the fundamental transformation document of education, in the new mission of Farhangian University to train thoughtful and research-oriented teachers, the three components of education, training, and research-based research are among the main pillars of Farhangian University. Of these three elements, the research area in new and academic ways is one of the new missions of Farhangian University and complements the previous missions of teacher training centers. To this end, and like other universities, one of the vice-presidencies in the central organization of Farhangian University is dedicated to research fields (Chapter 5).

Therefore, appreciating the efforts of students, encouraging students to conduct research, encouraging students to connect with scientific centers, and encouraging them to explore various resources at Farhangian University, especially in the elementary level, can not only achieve the goals of the transformation document but also lead to the

flourishing and development of that country. The results of the present study are consistent with the findings of Yazdani et al. (2020), Adibmansh, Hosseinpour, and Zinatabadi (2020).

In explaining the research findings related to connecting students with scientific resources, it can be said that Farhangian University can be considered the driving force of the educational and research system, as the main task of this university is the professional training of teachers and skilled human resources for the large and influential education system of the country. The fundamental transformation document of education has defined various missions for teacher training.

Farhangian University, as the heir to teacher training centers on the one hand and enjoying a new higher education structure on the other hand, has placed the duality of traditional teacher training traditions and the educational and research approaches of the new university system at the core of its main mission. These two components have shaped the nature of the newly established Farhangian University and defined its research and educational mission. The first research steps of this university are focused on educational and training fields, but the quantity and quality of research due to the lack of conditions such as the dominance of educational and training culture and the shortage of young faculty members who have entered this university as new experts with the new university system and the recruitment mechanism of the Ministry of Science, as well as the lack of hardware infrastructure such as modern laboratory facilities, libraries, physical space, and necessary equipment, has prevented the research section from keeping pace with the other two areas and this imbalance has faced Farhangian University with challenges in the research field and has made it difficult for student-teachers to access scientific resources.

The findings of the study are consistent with the results of Ghasemi-Zadeh (2020) and Ramzani et al. (2021).

In explaining the research findings related to learner characteristics, it can be said that if the behavior of student-teachers is carefully observed in learning situations, it is observed that they act differently in their learning activities. Some groups barely achieve the minimum success required to continue their education, another group is in the middle and achieves relative success, and finally, some achieve remarkable success.

In general, it is believed that educational decisions or curriculum planning cannot be made appropriately without sufficient knowledge about learners and knowledge of learner characteristics. The curriculum plan is the result of decisions made based on three essential topics: 1-selection and organization of content 2-selection of educational activities for learning this content 3-plans and maps to optimize conditions for learning.

In general, what is necessary for curriculum planners is to be regularly informed of the latest findings of learning psychology. Changing the negative self-concepts of student-teachers to positive ones requires patience, empathy, and understanding of student-teachers. It requires the revision of programs and teaching methods. Therefore, in curriculum planning for students, especially Farhangian University students who are the future teachers of the country, sufficient attention should be paid to the motivation of learners, the attitude of learners, the values of learners, and the development of research skills in student-teachers, which is also mentioned in the fundamental transformation document of education (Chapter 5).

The findings of the study are consistent with the results of Pourkomeleh et al. (2019).

In explaining the research findings related to facilitating factors, it can be said that the present era is the era of scientific research, and the expansion of knowledge and new technologies, as well as the high ability of contemporary humans to solve the problems and issues of society, are the result of research. The more complex the problems of society become, the more the need for research, the attraction of researchers, and the establishment of cohesive organizations for planning and organizing intelligent research activities is felt (4).

What is mentioned under the titles of developing the research field, strengthening the research spirit, expanding the knowledge, insight, and skills of human resources, and increasing professional capabilities individually and in groups among teachers, exchanging experiences and achievements at the local and national levels, and creating opportunities for continuous scientific and research retraining and studies under the titles of Guidelines 7-11 of the Fundamental Transformation Document of Education (Fundamental Transformation Document of Education, 2011, p. 47) and the goals of Farhangian University in the Charter of Farhangian University (2011), all show the important and prominent role of this university in teaching and strengthening the research skills of student-teachers as the flag bearers of the education and training of future generation students. Farhangian University has a characteristic that distinguishes it from other universities, and that is teacher training. Farhangian University is a mission-oriented university, and its main mission is teacher training. In this university, both teaching skills and research spirit should be strengthened simultaneously so that these student-teachers can also cultivate the research spirit in their future students. However, Farhangian University is currently not in a desirable position in the field of research.

Although the expansion and deepening of the culture of research and evaluation, creativity and innovation, theorizing and documenting indigenous scientific and educational experiences in the formal and public education system (macro goals 2, 1, 4, and 8) have been emphasized in the Transformation Document of

Education, it seems that support from university managers for student-teachers to conduct research and engage in research activities, designing the university structure based on research activities, and employing trained research trainers are among the facilitating factors for the expansion of research activities among student-teachers, which is also shown by the present study. The findings of the present study can be consistent with the results of Abdolkani (2019).

In explaining the research findings related to obstacles, it can be said that based on the research literature, the most important obstacles and challenges to implementing the Transformation Document are:

- Lack of an implementation guarantee for the Fundamental Transformation Document
- Failure to revise education laws and regulations in line with the Fundamental Transformation Document
- Failure to pass the laws foreseen in the Fundamental Transformation Document
- Failure to prepare a roadmap for cooperation between other institutions and agencies
- Eight-year delay in preparing the sub-systems of the Fundamental Transformation Document
- Non-operationality of the sub-systems and failure to prepare measurable and observable quantitative and qualitative operational indicators, and finally, their evaluation and assessment.

In the present study, three structural, attitudinal, and managerial obstacles have been mentioned as obstacles to the consideration of the Fundamental Transformation Document of Education in the curriculum of Farhangian University.

In the area of structural obstacles, it can be said that currently, numerous programs have been developed under the operational objectives of the document and its solutions in the form of various sub-systems, and schools and Farhangian University must implement their scattered share of programs. While the outcome of Farhangian University's share of programs in these sub-systems does not have the necessary comprehensiveness and effectiveness as a university transformation program in line with the Transformation Document and only places a heavy burden on this university, the Transformation Document should be implemented in this university and its executive embodiment should be reflected in the executive regulations of this university.

The existence of structural obstacles indicates that appropriate training has not been provided for the implementation of the Transformation Document and the design of the curriculum based on the Fundamental Transformation Document of Education, and there is no constructive and effective participation between the student and the university, and there is no correct evaluation of its implementation. Also, active researchers are not supported, and there is no healthy competition in this regard.

This is while student-teachers and, at a higher level, university managers, in general, do not have a correct understanding of the content and content of the Fundamental Transformation Document, and even research has shown that they do not have a very positive bias towards it (Akhlaqi, 2020), and the research literature also refers to the negative attitude of many managers towards this Transformation Document and emphasizes that this negative attitude is an obstacle to the implementation of the Transformation Document and curriculum planning based on it (Khosravi et al., 2019), which confirms the finding of the present study on attitudinal obstacles.

The results also show that managerial obstacles are also among the obstacles that have made the design of the curriculum based on the Fundamental Transformation Document of Education problematic.

In the implementation of the Fundamental Transformation Document of Education, there is no competent and informed management and leadership to advance the transformation of education and a strategic and forward-looking approach to the implementation of the Transformation Document.

Also, with the change of managers, the implementation process of the document changes or ends, managers do not have the necessary scientific, specialized, and skill readiness, and managers from different layers have no information about the expected behavior of transformation, and an appropriate implementation guarantee for the implementation of the Fundamental Transformation Document in the curriculum of Farhangian University has not been foreseen, and the organizational missions of managers in the field of education transformation have not been specified, which explains the findings of the present study.

In this field, there is no research support, but it can be consistent with the findings of Madani, Ahmadshabadi, and colleagues (2020).

In explaining the research findings on the implications of curriculum design based on the Fundamental Transformation Document of Education, it can be said that the present study showed that curriculum design based on the Fundamental Transformation Document of Education can lead to increased life skills for students, strengthening critical and creative thinking skills for students, training and enhancing professional skills and academic achievement for students.

One of the important tasks of the education system is to teach various skills to the target student population, and one of the most important of these is the acquisition of social life skills as an important indicator in the Fundamental Transformation Document of Education.

Education with a one-dimensional and one-sided approach is harmful to society. Unfortunately, some schools and families raise children in a one-sided manner, which can lead to isolation or other deviant paths in the future.

Since the main mission of elementary school is to teach basic skills, today's students need both skills to

enter higher education and skills to be successful in life and to be effective and successful 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 student-teachers themselves must have a sufficient understanding of life skills to be able to teach these skills to these students. This can be achieved by designing the curriculum of the elementary school program at Farhangian University based on the Fundamental Transformation Document of Education.

In addition, every person should have creative thinking so that they can immediately find a new solution when faced with challenges. It is necessary to use creative problem-solving skills to compensate for educational weaknesses and shortcomings and to keep pace with rapid scientific progress.

Our school systems, from first grade to university, all emphasize storing information instead of using the amazing power of the brain to create new ideas and turn them into reality.

While the Fundamental Transformation Document of Education emphasizes this in Chapter 6.

Therefore, one of the implications of designing the curriculum based on the Fundamental Transformation Document of Education can be the development of critical thinking among student-teachers at Farhangian University, which is consistent with the findings of the study.

In addition to critical thinking, curriculum design based on the Fundamental Transformation Document of Education can lead to academic progress and professional skill development for student-teachers.

There is no research support in this area.

The results of this study are limited to the elementary school program at Farhangian University, and their generalization to other curriculum programs at other levels and other universities should be done with caution.

It is suggested to curriculum planning specialists in the elementary school program at Farhangian University to use the factors and values governing the Fundamental Transformation Document in selecting curriculum objectives so that they can teach student-teachers the essential skills needed for individual and social life using its components.

It is suggested that future researchers also consider the curriculum of the first and second high school courses at Farhangian University and design its model based on the Fundamental Transformation Document of Education.

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