

Analysis of contents writing through a modern method course in faculties of Tehran Medical Islamic Azad University and comparing it with the approved topics in the year 2014-2015

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ABSTRACT: The present paper was performed aiming at Analysis of contents writing through a modern method course in faculties of Tehran Medical Islamic Azad University and comparing it with the approved topics in the year 2014-2015 by a descriptive survey research method. Statistical population included all 110 faculties and specialists of educational sciences group. Sample volume was calculated as 86 people by Morgan table chosen by systematic random sampling. Data collection was done by author's questionnaire for which the stability was verified by Cronbach alpha of 0.839. One sample t test was used to analyze the data and the research showed that: Correspondence of in service training of writing through a modern method course was desirable according to approved topics of Tehran Medical Islamic Azad University and each component among curriculum, objectives, method, contents, and evaluation was significant and suitable in the considered period according to the participant professors. Also, the compliance of the elements of objectives, contents, method and evaluation in the curriculum of writing through a modern method course were suitable and significant.

Keywords: Content analysis, Writing through a modern method course.

INTRODUCTION

Universities are in constant interaction with other social institutions and so development of their quality positively influence social development and reaching social objectives. In principle, one fundamental factor of university branches is their faculty members and specialists. Educated professors are of great and precious status, because they have undeniable roles in training educated class of the society. Results would be competent students who have been instructed by professors' delightful knowledge and would pave the way to country's sublimity. In this sense, the significance of renewal instructions to empower faculty members can be evident.

Theory of human investment is based on the belief that instruction, higher instruction in particular, is a generative and influential investment through which societies can reach economic growth. Further, it requires human intervention due to the gap between resources and facilities and comprehensive and diverse needs of human community. When investigating route of economic events in societies we find out that human beings have always sought change. That is why it can be expressed that universities play main roles in production of knowledge and one would expect them to be very active in creating economic, technological and innovative changes (Bramwell & Wolfe, 2008).

Nowadays, the only way for institutions, especially universities, to overcome uncertain, complex and dynamic conditions is to equip themselves with competent human resources who would be deemed as vital property of that institution and can have many benefits for it. Those institutions with competent, committed, expert, and motivated staff can better adapt themselves with changes and compete with other institutions. Today, knowledge and ignorance distinguish between countries rather than property and poorness. In other words, nations' ability to compete lies in

the quality of their human resources while individual activities are not helpful. Staff in an institution are responsible for themselves, other staff, and institutional goals.

In fact, empowering is after motivating staff to grow their capabilities and qualifications and leave realization of institutional goals to competent staff. In line with changes in the markets, higher education, in general, and universities, in particular, face the need to make changes in their students' expectations and curriculum. Therefore, these are all the things which are required more and more in line with innovations in the universities (Veenstra, 2007).

One way of promoting human resources' efficiency in every organization is renewal instructions for the staff. No one is totally familiar with all aspects of their occupation. Acquiring the job requires time since every organization with whatever occupational activity includes a series of rules, principles and secrets which shall be acquired during one's service. Renewal instructions are defined as those instructions offered after one's employment (Fathi Vajargah, 2013, p. 6). According to Peters (1997) renewal instructions include those instructions offered for the improvement of personnel's function and finally increase of the organization's effectivity. To define this term, Ford (1999) pointed to three notions:

- 1) it would offered after one's employment,
- 2) aim and objective of this type of instruction is preparing people for optimal implementation of occupational responsibilities,
- 3) these instructions are usually offered in three main fields, namely knowledge development, skills improvement and attitudes change. Following curricular principles is very necessary when designing or implementing a curriculum. By curricular principles, we mean execution of criteria designed by specialist including selection of educational objectives, content selection criteria, employment of active teaching approaches and evaluation (Maleki, 2012). So, when instructing teachers, attention must be paid to specialization, capacity building (preparing teachers to accept new responsibilities or to face curriculum changes), updating teachers and making them updated according to appropriate teaching and new teaching methods (Huberman, 2004).

In one study, Hong (1996) carried out a study on teachers' capabilities and limitations in cooperating in curriculum design and concluded that curriculum efficiency is based on people's cooperation and specialized groups and attention to teachers' ideas as cooperators involved in curriculum design – and not only staff and program executors. Further, he focuses on increase of teachers' awareness and other school actors in curriculum planning. In another study, Tajik (2004) concluded that teachers' awareness of curricular objectives is average and that majority of them are not familiar with teaching methods, methods of evaluation and question formation. Also, recent findings have indicated that %50 to %90 of formed values in institutions have not originated from traditional physical investments and is a result of human resource management (Morfitt, 2000).

Educational and research role of university in development process is rooted in training educated, committed and creative human resource that can be deemed as the key to development and sublimity. Here, role of research in basic and practical researches is obvious which can be a prerequisite to increase of success. Moreover, science-seeking institutions have very fundamental roles in country development and are certainly one of the most crucial sites for the realization of development, growth and scientific improvement. Many scholars believe that without formation of scientific sites in a country, science cannot bring cycle of technology and prosperity into realization (Asariannejad, 2008).

Regarding literature, it can be noted that previous researches have focused on analysis of renewal instructions designed for the staff. In addition, for the first time in the literature, content of composition writing courses through a modern method offered in Medical Azad University of Tehran was analyzed and compared with guidelines approved by higher education system. In this realm of study, there are many inexpressive aspects and the amount of agreement between the content of composition writing courses through a modern method offered in Medical Azad University of Tehran and approved guidelines are not defined. In this sense, the present study seeks to investigate the amount of agreement between the content of composition writing courses through a modern method offered in Medical Azad University of Tehran and approved guidelines.

MATERIALS AND METHODS

Participants are comprised of two groups: the first include all faculty members of Medical Azad University of Tehran enrolled in renewal courses of composition writing through a modern method, who are 62 in total; the second group include all specialists of faculty of education in Central Azad University of Tehran, who are 55 in total. So, according to Morgan table, population was calculated 86, out of whom 35 were samples from faculty members with composition writing course and 51 were randomly chosen. Also, method was a descriptive-survey one. To collect data, use was made of two researcher-designed questionnaires. Questionnaires were designed according to four elements of curriculum design based on theories of curriculum planning and guidelines approved by Islamic Azad

University. They measured desirability and realization of elements of curriculum through Likert scale 5 items. In this sense, 5 items for objective, 5 items for content, 5 items for method and finally 5 items for evaluation was measured.

To measure validity of questionnaires, they were given to a number of professors and researchers of education department and a number of renewal instruction specialists. Based on their comments and ideas questions were chosen and revised. Reliability was 0.839 which was obtained from Cronbach's alpha test. Finally, to evaluate questions, use was made of one independent t-test.

RESULTS AND DISCUSSION

Results

Statistical indexes of appropriateness of renewal courses designed for composition writing based on guidelines approved in the sample

In table 1, statistical indexes related to appropriateness of renewal courses designed for composition writing courses are presented, which were designed according to guidelines approved by Medical Islamic Azad University of Tehran. mean amount of appropriateness of course objectives according to guidelines approved by Medical Azad University of Tehran was 3,800 with standard deviation of 0,793; mean of content was 3,866 with standard deviation of 0,635; mean of method was 3,643 with standard deviation of 0,517 and mean of evaluation was 3,745 with standard deviation of 0,647.

Table 1. Statistical indexes related to appropriateness of renewal courses designed for composition writing courses

variables	N	mean	Std. Deviation	Std. error	range	max	min
objectives	51	3,800	0,793	0,111	3,20	5	1,80
content	51	3,866	0,635	0,089	3,20	5	1,80
method	51	3,643	0,517	0,072	2,40	4,80	2,40
evaluation	51	3,745	0,647	0,090	2,80	5	2,20

In table 2, statistical indexes related to appropriateness of renewal instructions of implemented composition writing courses according to guidelines approved by Medical Islamic Azad University of Tehran are presented. Range, standard deviation, amount of appropriateness, objectives, content, method and evaluation were investigated. Average amounts of appropriateness of course objectives according to guidelines approved by Medical Azad University of Tehran was 3.800; standard deviation was 0.793; average of content was 3.866 with standard deviation of 0.635; average of method was 3.643 with standard deviation of 0.517 and average of evaluation was 3.745 with standard deviation of 0.647.

Table 2. statistical indexes related to appropriateness renewal instructions of implemented composition writing courses

variables	N	mean	Std. Deviation	Std. error	range	max	min
objectives	35	3,925	0,636	0,10756	2,40	5	2,60
content	35	3,931	0,702	0,11880	3	5	2,00
method	35	3,925	0,740	0,12518	3,60	5	1,40
evaluation	35	4,028	0,645	0,10913	2,60	5	2,40

Investigation of research questions

First, normalization of distribution of scores for course variables (objectives, content, method and evaluation) will be considered from the perspective of professors and specialists of faculty of education in Medical Islamic Azad University of Tehran. To this aim, use was made of Kolmogorov-Smirnov test. As it was seen in table 3, level of significance for all the variables was higher than 0.05 and it can be proposed with 95% interval confidence that data distribution is normal in the sample.

Table 3. results of Kolmogorov-Smirnov test for evaluation of normal distribution Investigation of question 1

	variables	N	Kolmogorov-Smirnov Test	sig
renewal instructions of implemented composition writing courses	objectives	35	1,071	0,201
	content	35	0,991	0,280
	method	35	0,828	0,499
	evaluation	35	0,956	0,320
renewal courses designed for composition writing courses	objectives	51	0,910	0,379
	content	51	0,938	0,343
	method	51	0,910	0,380
	evaluation	51	0,883	0,416

How much is the desirability of designed curriculum objectives for composition writing through a modern method?

To investigate desirability of designed curriculum objectives through a modern method according to guidelines approved by Medical Islamic Azad University of Tehran from the perspective of specialists in faculty of education, use was made of one sample t-test. Results can be seen in table 4. As it can be seen, level of significance for desirability of designed course objectives in composition writing courses was 0.000 which is less than 0.05. So, it can be proposed with 95% confidence that zero hypothesis is not true and so desirability of objectives for these courses are confirmed.

How much is the desirability of objectives for implemented courses of composition writing through a modern method?

To investigate desirability of implemented curriculum objectives through a modern method according to guidelines approved by Medical Islamic Azad University of Tehran from the perspective of specialists in faculty of education, use was made of one sample t-test. Results can be seen in table 5. As it can be seen, level of significance for desirability of objectives for implemented courses of composition writing through a modern method was 0.000 which is less than 0.05. Therefore, it can be said with 95% confidence that zero hypothesis, i.e. no realization of objective in implementation of composition writing curriculum, is not true and so desirability of objectives of implemented curriculum is confirmed.

How much is the desirability of content for designed curriculum of composition writing through a modern method?

To investigate desirability of the content of designed curriculum of composition writing through a modern method according to guidelines approved by Medical Islamic Azad University of Tehran from the perspective of specialists in faculty of education, use was made of one sample t-test. Results can be seen in table 4. As it can be easily observed, level of significance for desirability of content for designed curriculum of composition writing through a modern method was 0.000 which is less than 0.05. Thus, it can be said with 95% confidence that zero hypothesis, i.e. inappropriateness of content for designed curriculum of composition writing through a modern method, is not approved and so desirability of content of designed curriculum is confirmed.

To what extent is content for implemented curriculum of composition writing through a modern method realized?

To investigate realization of the content of implemented curriculum of composition writing courses through a modern method according to guidelines approved by Medical Islamic Azad University of Tehran from the perspective of specialists in faculty of education, use was made of one sample t-test. Results can be seen in table 5. As it is evident, level of significance for desirability of content of designed curriculum for composition writing through a modern method was 0.000 which is less than 0.05. Thus, it can be said with 95% confidence that zero hypothesis, which is no realization of content element for implemented curriculum of composition writing course through a modern method, is not approved and so this element of content for implemented curriculum is found to be approved.

How much is the desirability of method for designed curriculum of composition writing through a modern method?

To investigate desirability of the method of designed curriculum of composition writing through a modern method according to guidelines approved by Medical Islamic Azad University of Tehran from the perspective of specialists in faculty of education, use was made of one sample t-test. Results can be seen in table 4. As it can be observed, level of significance for desirability of method for designed curriculum of composition writing through a modern method was 0.000 which is less than 0.05. Thus, it can be said with 95% confidence that zero hypothesis is not approved and so this element is confirmed.

How much is the realization of method for implemented curriculum of composition writing through a modern method?

To investigate realization of the method of implemented curriculum of composition writing through a modern method according to guidelines approved by Medical Islamic Azad University of Tehran from the perspective of specialists in faculty of education, use was made of one sample t-test. Results can be seen in table 5. As it can be observed, level of significance for realization of method for the implemented curriculum of composition writing through a modern method was 0.000 which is less than 0.05. In this sense, it can be said with 95% confidence that zero hypothesis is not correct and so this element has been realized.

How much is the desirability of evaluation for designed curriculum of composition writing through a modern method?

To investigate desirability of the evaluation of designed curriculum of composition writing through a modern method according to guidelines approved by Medical Islamic Azad University of Tehran from the perspective of specialists in faculty of education, use was made of one sample t-test. Results can be seen in table 4. As it can be observed, level of significance for desirability of evaluation for designed curriculum of composition writing through a modern method was 0.000 which is less than 0.05. Thus, it can be said with 95% confidence that zero hypothesis is not approved and so research hypothesis confirmed.

How much is the realization of evaluation for implemented curriculum of composition writing through a modern method?

To investigate realization of the evaluation of implemented curriculum for composition writing through a modern method according to guidelines approved by Medical Islamic Azad University of Tehran from the perspective of specialists in faculty of education, use was made of one sample t-test. Results can be seen in table 5. As it can be observed, level of significance for realization of evaluating the implemented curriculum of composition writing through a modern method was 0.000 which is less than 0.05. In this sense, it can be said with 95% confidence that zero hypothesis is not confirmed and so this element of evaluation has been realized.

Table 4. results of t-test for the investigation of desirability of elements of designed curriculum of composition writing course

variables	d.f	mean	Std. Deviation	Std. error	t	sig	95% Confidence Interval /lover
objectives	50	3,925	0,636	0,107	8,607	0/000	0,7071
content	50	3,866	0,635	0,089	9,734	0/000	0,687
method	50	3,643	0,517	0,072	8,877	0/000	0,643
evaluation	50	3,643	0,517	0,072	8,877	0/000	0,643

Table 5. results of t-test for the investigation of realization of elements of implemented curriculum of composition writing course

variables	d.f	mean	Std. Deviation	Std. error	t	sig	95% Confidence Interval /lover
objectives	34	3,800	0,793	0,111	7,196	0/000	0,5767
content	34	3,931	0,702	0,118	7,840	0/000	0,6900
method	34	3,925	0,740	0,125	7,395	0/000	0,925
evaluation	34	3,988	0,680	0,115	8,591	0/000	0,754

Discussion

Findings indicate realization of the implemented curriculum in composition writing courses through a modern method and dimensions of the curriculum were also confirmed by professors based on guidelines approved by Medical Islamic Azad University of Tehran. Also, designed curriculum “an introduction to composition writing through a modern method” was desirable enough. To the author, results are logical. Stark et al. (1997), in a study concerning faculty members’ perspectives on curriculum design found out that faculty members’ fields of study, research trends within the field, apprenticeship of faculty members, class position and content of courses strongly affect faculty members in designing curriculum. Their findings are in line with those of the present study. In this way, Iranzadeh (2003) believes that, in recent decades, technology has advanced more than any other time in the history. This upheaval is such big that the present era has been named half-life era of information. However, renewal instruction are necessary because in an era when, during every five years, half of human data become obsolete and replaced by new data. Moreover, findings of some other studies such as Edelfelt and Lorence (2006) show that not only do not many renewal instructions support continuance of pre-service instructions, but also they have a peculiar conceptual framework. These findings are also in line with those of the present study.

Lam and Pang’s (2003) research which was after defining dimensions for acquiring institutions in Hong Kong’s schools showed that administrative efforts can create a common insight for both teachers and staff. Its findings lend support to those of the present study. Shahr Ayini (2011) proposed that school principals confirmed function of renewal courses in terms of increasing knowledge, job satisfaction, and optimal use of facilities, cooperation, and positive change of behavior within workplace. In addition, physical training teacher had similar ideas. Chiou (2010) carried out a study under the title of ‘the effect of administering cooperative practical researches on teachers’ renewal instruction’ and concluded that implementation of such courses has crucial role in teachers’ knowledge base. Also, they help improvement of their teaching activity and increase of their self-confidence in teaching. Furthermore, in another study, Daniel (2008) made attempt to carry out an investigation titled “relationship between empowerment of teachers and application of coercion by principals”. Results showed that six factors of empowering teachers include decision-making, professional growth, status and dignity, self-effectiveness, independence and effectivity. Findings of the present study are in concordant with those of the latter. Findings of studies such as Hardman (2012), Lovorn and Rezaei (2011), Chad Michael (2010), Hogaboam (2004) Moennezhad, Saremi and Kaweh (2014), Taghiloo (2014), Heydarinezhad, Bahrami and Azmesha (2012), Zohrabi et al. (2011), Salem safi et al. (2009), Metani, Hassanzadeh and Metan (2008), Sahedpanah (2007), Piri lellah pour (2009), Salehzadeh (1997) and Ahmadi (1997) are in agreement with findings of this study. Findings of Wade (2007) indicated that applying active and dynamic ways is very influential in learning. These findings are in agreement with findings obtained in the present study. Jabbari (2007) with the title of enhancing exploitation of human resources in education through increasing agreement between short-term programs and instruction requirements showed that there exists such an agreement. Also, those were in concordance with the latter.

Howey (cited in Behyan, Talebi And Salimi, 2005) noted that renewal instructions are effective in case they are systematic and disciplined process related to pre-service instructions. Studies have been done regarding the amount of investment in renewal programs too. Also, Kunz (1996) made investigations on efficiency of instruction workshops

in Atlanta, USA. He concluded that a seven-hour workshop could have been effective in teachers' teaching practice more than seminars and long classes which is again in agreement with the present study.

With regards to obtained findings it can be stated that paramount process involved in renewal instructions in universities are in concordance with the approach of prevalent patterns. Because, trend of administering such instructional programs is based on direct presentation of instruction, theoretical lessons, lack of consistency. Further, it can also be proposed that constant leaning occurs in case main role of learning in on the part of learners. So, learners must not be conceived as empty containers to be filled but they must be deemed as those who need to form their knowledge. If instructions are designed in a way that they would involve learners with instructional content and focus on experience. Learners' state of being active depend on many factors such as relationship of content with occupational and personal issues, attractiveness of subject, linking content with background information, motivation, etc. Moreover, renewal instructions must be designed in way that information be obtained by research and individual and group attempts. To this aim, it is better to focus on active cooperation of learners instead of mere admittance of information, encourage learners to form ideas and opinions and evaluate them through different teaching practices, design based on teachers' opinions, and compose papers. Finally, providing different opportunities for learners to express their ideas and think freely can be helpful besides focusing on thinking, reasoning and decision making.

According to the results, Recommended: Encouraging teachers and motivating them to participate more in renewal instructions and Medical Islamic Azad University of Tehran makes attempts to update content of renewal instructions, fast transference of information, creating long term instructional opportunities, compensating for shortages of traditional instruction, and supporting trivial and main objectives, finally Medical Islamic Azad University of Tehran makes use of experiences of other universities in employing renewal instructional courses. In this sense, creating a positive attitude for decision makers and faculty members towards renewal courses, preaching culture of attending these courses, creating cultural, scientific and educational infrastructures through holding seminars, common committees, instructional workshops and making unity between them.

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