

Original Article (Quantified)

# Design and Validation of Curriculum Evaluation Scales for Undergraduate Students of Elementary Education at Farhangian Universityabstract

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**Abstract**

The aim of the present research is to study the evaluation scales in curricula for Farhangian University students. The research method is applicable in terms of its purpose, mixed (qualitative-quantitative) in terms of its implementation method, and descriptive-survey in terms of its nature and method, and is an exploratory research type. The statistical population in the qualitative part of the research included 20 experts selected based on purposive sampling. The statistical population in the quantitative part of the research included 450 of all secondary school teachers in Hormozgan province selected based on the Cochran formula and the type of stratified and cluster sampling. The Delphi technique and the model fit assessment questionnaire were used. The Delphi technique was used in the qualitative part of the data analysis, and the Spss-V23 and Lisrel-V8.8 software were used in the quantitative part. The results of the research showed that the components of the model of the evaluation scales of Farhangian University students' curricula are in 5 dimensions and 16 components, including the dimensions of logic and goals (3 components), content and learning activities (3 components), the role of the teacher and materials and resources (4 components), grouping and assessment and evaluation (3 components), and place and time (3 components). Also, considering the difference in the means, which are positive values, it was concluded that the status of the components was generally in a desirable state but slightly above the average. In addition, the results of the validation of the model showed that the adaptation, comprehensibility, generalizability, and controllability of the model are valid in the opinion of experts and have been confirmed with 99% confidence.

**Keywords:**

Curriculum,  
Content,  
learning activities,  
Teacher role,  
Rationale and goals

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## Extended abstract

### Introduction

Education and training, as an educational institution that is responsible for teaching science and citizenship education, must pay attention to all dimensions of human existence. However, a look at the history of Iranian education shows that the Iranian education system operates purposefully in the educational and cognitive dimension, and other dimensions of human existence have either been forgotten, or if they have been seen, they are not very significant and purposeful; while the most important goal of education is to discover the inner strengths of each individual, and to help them identify their mental and practical abilities (Moussapour, 2022). The concept of curriculum has undergone many changes and developments throughout its short history. Until the early twentieth century, the concept of curriculum did not go beyond its traditional and limited framework, which was limited only to the subject matter. However, since the early twentieth century, due to the importance and role of education and the development of educational research, the traditional concept of curriculum has undergone many changes, and its newer concept, namely the individual and social competence of learners and the achievement of educational goals, has been taken into account (Yarmohammadian, 2022). This is why most education professionals agree that: today, a curriculum or roadmap should be more than just information or a list of materials and topics to be studied. It should include all the theoretical and practical experiences necessary to be successful in achieving educational expectations and goals (Baal, 2022). However, curriculum planning can be prescriptive or descriptive, or both. Prescriptive definitions provide us with what “should” happen, and often take the form of a plan, an imaginary design, or some kind of masterful vision of what needs to happen. Similar to prescriptive curricula, prescriptions are those that pharmacies churn out for patients; in fact, we do not know how many of them are followed by patients. The best estimate is that most are not followed. This is particularly true of the prescribed curriculum for schools where the teacher, like the patient, ultimately decides whether to follow the curriculum version or not. In essence, the designer suggests, the teacher arranges the tasks (Tural, 2022). Accordingly, the present study examines the evaluation scales in curricula for Farhangian University students and seeks to answer the question: What are the evaluation scales in curricula for Farhangian University students?

### Theoretical Framework

#### Curriculum

The word curriculum in our country's education is a new word that has been used by different people based on the different meanings derived from this word (Etslander, 2021). The term curriculum, in terms of lexicography, has its roots in the Latin word *currere*, which means a racetrack or a field for running. Curriculums, like a racetrack with a defined beginning and end, require a clearly defined beginning, end, and path. The second characteristic that can be inferred from the word curriculum - given its etymology - is that, like obstacles placed on the racetrack and become increasingly difficult to overcome, curricula also become progressively more difficult (Mehrmohammadi, 2024).

Rahpeyma et al, (2024) studied the presentation of the work and technology curriculum model in the secondary school of Fars province schools. The research findings showed that according to the values of the standard coefficients and the significance coefficients of *t*, it can be said that the objectives and content component in the model has a significant role and the teaching and evaluation method component has a significant effect on the work and technology curriculum model of the secondary school. All indicators are at a very desirable level and the model fits the data well, indicating that there is a linear relationship between the variables.

Zanganeh et al, (2024) studied the design of the virtual school curriculum model in the second year of secondary school in Khaf city. The results showed that school curriculum design includes 6 components: curriculum objectives, curriculum content, curriculum evaluation, learning flows, curriculum teaching, curriculum strategies, and curriculum suitability. The results of the model fit statistics show that the values obtained for each of the indicators indicate a very good fit of the model.

### **Research methodology**

The research method is applicable in terms of its purpose, mixed (qualitative-quantitative) in terms of its implementation method, and descriptive-survey in terms of its nature and method, and is an exploratory research type. The statistical population in the qualitative part of the research included 20 experts selected based on purposive sampling. The statistical population in the quantitative part of the research included 450 of all secondary school teachers in Hormozgan province selected based on the Cochran formula and the type of stratified and cluster sampling. The Delphi technique and the model fit assessment questionnaire were used.

### **Research findings**

The Delphi technique was used in the qualitative data analysis and the Spss-V23 and Lisrel-V8.8 software was used in the quantitative part. The results of the research showed that the components of the model of the evaluation scales of Farhangian University students' curricula are in 5 dimensions and 16 components, including the dimensions of logic and goals (3 components), content and learning activities (3 components), the teacher's role and materials and resources (4 components), grouping and assessment and evaluation (3 components), place and time (3 components). Also, considering the difference in the means, which are positive values, it was concluded that the status of the components was generally in a desirable state but slightly above the average. In addition, the results of the model validation showed that the adaptation, understandability, generalizability, and controllability of the model are valid in the opinion of experts and have been confirmed with 99% confidence.

### **Conclusion**

The present study aimed to investigate the evaluation scales in curricula for Farhangian University students. The results of this study are consistent with the results of Rahpeyma et al, (2024), Ashrafi Soltan-Ahmadi et al, (2024), Zanganeh et al, (2024), Amini Harandi (2023), Gulo (2023), Mastali et al, (2023), Morata (2022), and Motamedinia & Jamalanzadeh (2021). Rahpeyma et al, (2024) showed that according to the values of the standard coefficients and the significance coefficients of t, it can be said that the component of objectives and content in the model has a significant role and the component of teaching method and evaluation has a significant effect on the curriculum model of secondary school work and technology. All indicators are at a very desirable level and the model has a good fit with the data, indicating that there is a linear relationship between the variables.

Considering the subject of the research, it is suggested: Since the degree of desirability or validity of a model as well as its explanatory power requires that they successfully pass the test of time, it is necessary that the components identified in this research be experimentally tested in educational environments by other researchers in this field for testability and ultimately in the education system, so that a more accurate and comprehensive judgment can be made regarding the validity and accuracy of these components as well as their generalizability to educational environments.