

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

دو فصلنامه علمی - پژوهشی

رویکردهای نوین آموزشی

دانشکده علوم تربیتی و روان‌شناسی
دانشگاه اصفهان

سال نهم، شماره دو، پیاپی ۲۰، پائیز و زمستان ۱۳۹۳

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باسمه تعالی

اهداف، راهنمای نگارش و شرایط پذیرش مقاله در مجله (ویکردهای نوین آموزشی)

الف) اهداف و محورهای موضوعی

رویکردهای آموزشی همواره یکی از عوامل ارتقاء کیفیت در نظامهای آموزشی بوده است. از آنجا که رویکرد آموزشی تحت تأثیر عواملی مانند ویژگیهای فراگیر، مقطع تحصیلی، محتوا و امکانات موجود می‌باشد، همواره باید تلاش نمود تا بهترین رویکردها مورد استفاده قرار گیرند و یا ابداع شود. با توجه به تغییرات مداوم عوامل مذکور، هدف مجله نشر و اشاعه پژوهشهای اصیل و ارزنده‌ای است که در خصوص رویکردهای نوین آموزشی انجام می‌شود. این مجله از پژوهشهای بین رشته‌ای مرتبط نیز استقبال می‌نماید.

ب) روش تدوین مقاله

- ۱- مقاله با نرم‌افزار Microsoft Office Word 2007، روی کاغذ A4 و با قلم (Zar 13) به صورت یک ستونی تایپ شود.
- ۲- فاصله سطور ۱ سانتیمتر، حاشیه سمت راست و چپ ۲/۵ سانتی‌متر، و فاصله از بالا و پایین هرکدام ۳ سانتیمتر تنظیم شود.
- ۳- مقاله باید شامل چکیده فارسی و انگلیسی، مقدمه و پیشینه، روش، نتایج، بحث و نتیجه‌گیری و منابع باشد.
- ۴- زبان مجله فارسی است. واژه‌هایی که لغت فارسی متداول ندارند، واژه اصلی به زبان انگلیسی در زیرنویس نوشته شود.
- ۵- نام نویسنده یا نویسندگان و نشانی محل خدمت، درجه علمی و پست الکترونیکی آنها باید مانند سبک جدیدترین شماره مجله روی صفحه اول مقاله نوشته شود. نویسنده مسؤول باید با ستاره مشخص شود.
- ۶- توضیحات مربوط به شکل‌ها همراه با شماره آنها باید در پایین تصاویر و توضیحات مربوط به جداول همراه با شماره آنها در بالای جداول نوشته شود.
- ۷- منابع باید به ترتیب الفبایی با سبک APA و جدیدترین شماره چاپ شده مجله رویکردهای نوین آموزشی در انتهای مقاله نوشته شود.
- ۸- تعداد صفحات مقاله با رعایت اصول مذکور می‌تواند حداکثر ۲۰ صفحه باشد (چکیده باید حدود ۲۰۰ کلمه باشد).

ج) ارسال مقاله

۱- برای ارسال مقاله لازم است در پایگاه الکترونیکی نشریه ثبت نام و سپس فرم ارسال مقاله تکمیل و فایل مقاله ارسال شود.

نشانی پایگاه الکترونیکی نشریه: <http://uijs.ui.ac.ir>

۲- مقاله باید نتیجه پژوهش شخصی نویسنده(ها) بوده و قبلاً در نشریات داخلی و یا خارجی منتشر نشده باشد.

۳- مقاله‌های چاپ شده بیانگر آرای نویسندگان است و نشریه در قبال آنها هیچ‌گونه مسؤولیتی را بر عهده نمی‌گیرد.

۴- مقاله نباید به طور همزمان به مجله دیگری ارسال شده باشد.

۵- هیأت تحریریه حق قبول، رد و ویرایش مقاله را برای خود محفوظ می‌دارد.

۶- تکمیل و ارسال فرم تعهد و نوآوری(فرم پیش‌نیاز) الزامی است. برای دریافت فرم مربوطه به وب سایت نشریه مراجعه کنید.

د) فرایند چاپ مقاله

۱- ابتدا مقاله‌های دریافتی از نظر انطباق با اهداف و معیارهای مجله، در هیأت تحریریه مورد بررسی قرار می‌گیرد.

۲- در صورت صلاحدید هیأت تحریریه، مقاله بدون ذکر نام نویسنده برای داور مقدماتی ارسال می‌گردد.

۳- در صورت مثبت بودن داوری مقدماتی و تایید هیأت تحریریه، مقاله بدون ذکر نام نویسنده برای دو یا سه داور صاحب نظر ارسال می‌گردد.

۴- نظرات داوران محترم در هیأت تحریریه بررسی و تصمیم لازم درباره مقاله اتخاذ می‌گردد.

۵- ترتیب تقدم و تأخر مقاله‌های چاپ شده، دلیل رجحان یا اهمیت خاص نویسنده نیست.

۶- پس از چاپ مجله، برای هر یک از نویسندگان یک نسخه ارسال می‌گردد.

رویکردهای نوین آموزشی

سال نهم، شماره دو، پیاپی ۲۰، پائیز و زمستان ۱۳۹۳
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سید همیدرضا شاه‌وران

***Predicting the Impact of Managers' Ethical and Spiritual Behaviors
on the Establishing Transformational Leadership at the
University of Isfahan***

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Abstract

The purpose of this study was to predict the impact of managers' ethical and spiritual behavior on the establishing transformational leadership at the University of Isfahan. Research method was correlational-descriptive and statistical population included all employees of the University of Isfahan at 1392-93 academic year (1230). Sample size was calculated from krejcie and Morgan table (201), and 188 questionnaires were returned. Because the number of employees was different in the departments and faculties, a stratified random sampling method was used. Measurement tools were a researcher-made questionnaire based on Reave (2005) and Fry (2003) studies with 16 items, and Bass (1985) transformational leadership questionnaire. Data analysis were performed based on correlation-coefficient and regression analysis. Findings showed that there is a significant and positive correlation between ethical and spiritual behaviors of university managers with transformational leadership ($p \leq 0.05$). In addition, the components of the spiritual leadership (development of human culture, Job vision, integrity, honesty and humility) significantly predict the four components of transformational leadership style (idealized influence, inspirational motivation, stimulation intellectual and individual considerations).

Keywords: Spiritual leadership, Managers, Transformational Leadership, Ethical behavior, Employees, University.

***Study the Multiple Relationships between Organizational Learning,
Organizational Excellence Enablers and Organizational Agility
Capabilities at Public Universities of Isfahan***

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Abstract

The purpose of this research was to study the multiple relationships between organizational learning, organizational excellence enablers and organizational agility capabilities at public universities of Isfahan. Research method was descriptive correlative. The study population consisted of 1745 faculty members in public universities of Isfahan in 2012-2013 academic years. A sample of 291 was selected from research population employing random stratified sampling method. To collect research data, three questionnaires were used: questionnaire of organizational learning that was compiled based on Gomez, Cespedes-Lorente, and Valle-Cabrer (2005) with 16 items, EFQM questionnaire (2010) with 25 items and self-made questionnaire of organizational agility capabilities according to theory of Zhang and Sharifi (2000) with 25 items. Content and construct validity of the questionnaires were confirmed. The reliability of questionnaires was determined through Cronbach alpha coefficients that resulted in 0.89, 0.93 and 0.92 respectively. Research findings revealed that there is no significant relationship between organizational learning and organizational agility capabilities but there is significant relationship between organizational excellence enablers with organizational agility. The results of multiple regression revealed there is multiple relationship between the dimensions of organizational learning, organizational excellence enablers and organizational agility capabilities. According to the findings, agility is of prime significant in universities. The findings of the propriety of research model revealed that the data is fit to the model of the research and the model is approved.

Keywords: Organizational Learning, Organizational Excellence Enablers, Organizational Agility Capabilities, University Faculty Members.

***Comparison of Short Term (Visual, Audio, Associative Learning)
Active and Long Term Memory between Strong and Weak Students
in Persian Language dictation***

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Abstract

The purpose of this research was comparison of short-term, active and long-term memory between strong and weak students in Persian language dictation. Therefore, by cluster sampling, four girls' elementary school among girls elementary schools in academic year 1392-93 in Chadegan city were chosen randomly. First, Persian dictation test of the students were sampled at three stages. Then dictation tests were marked and the average of each three tests for every student was calculated. 20 percent of high marks and 20 percent of low marks were chosen as strong and weak groups. Thirty students who earned highest marks ($m=20$) were chosen as strong group and thirty students who earned lowest marks were chosen as weak group ($m=14/70$). Both groups answered the questions of Wechsler memory test individually. For information analysis, independent-T-test and several changeable variance analyses were used. Findings of this research showed that the averages of strong students marks with average of weak students marks with average of weak students marks in Persian language dictation at long memory (general information subtests), active memory (mental control subtests), short hearing memory (logical memory subtests and repetition of figures) and over short visual memory and associative learning have meaningful difference ($P < 0/05$).

Keywords: short-memory, active- memory, long-memory, visual memory, audio memory, associative learning memory, Persian spelling memory.

***Role of Self-efficacy, Self-regulatory and Self-esteem in Academic
Achievement of Third Grades Students in the Field of
Experimental Sciences***

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Abstract

The purpose of this research was to study the role of self-efficacy, self-regulatory and self-esteem in academic achievement of third grades in high school with the field of experimental sciences. In this research self-efficacy, self-regulatory and self-esteem are were considered as predict variables and academic achievement is considered as criterion variable. 500 students randomly collected from male and female (200 male and 300 female) Students. The mean score of four lessons include biology, chemistry, physics and mathematics used as academic achievement. The results showed that there was a significant and positive relationship between the academic achievement and three variables such as self-efficacy, self-regulatory (meta-cognition and cognition) and self-esteem. A positive relationship also exists between self-efficacy, self-regulatory and self-esteem. To determine the share of predict variable in relation-to criterion variable the regression method was applied. The results of regression showed that self-regulatory shares (0.119) and self-efficacy shares (0.21) in appearing of academic achievement variance. The results also showed that self-regulatory has the greatest share in academic achievement.

Keywords: Self-efficacy, Self-esteem, Self-regulatory, Academic Achievement.

***Study the Effect of Receiving Concept Teaching Method on the
Academic Performance of Undergraduate Female Students in
Statistic Course at Payam Noor University of Isfahan***

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Abstract

The main objective of the present study was to identify the effect of receiving concept on the educational growth of students in statistics course. This method of receiving concepts is conducted based on teaching abstract statistical concepts in the form of real life examples. This study is semi-experimental. Statistical population of the study consists of all female undergraduate students majoring in behavioral sciences in Payam-Noor University of Isfahan in the first semester of academic year 1392-93. Random sampling was conducted. Collected data were analyzed by covariance analysis method. Undergraduate students were randomly selected and divided into two groups each consisting of 15 students. Pretest and posttest were conducted in order to gather data and measure learning level of the students. Findings indicated that there is a significant correlation between mean score of two different groups. Mean score of experimental group was significantly higher than the control group, thus applying receiving concept method influenced students' progress in learning statistical concepts positively and they obtained better results from this course. Applying receiving concept teaching method resulted in students' progress in statistics course; thus it is advised to statistics teachers to apply this method in teaching abstract statistical concepts in university. Using this model will result in memorable stabilized learning in the students' minds.

Keywords: Teaching statistics, Teaching statistics concepts, Real-life examples, Teaching method.

***Comparing the Effectiveness of E-Learning, Blended Learning
and Face-to-Face Lecture in Industrial Training***

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Abstract

The Purpose of this research was to explore effectiveness of e-learning, blended learning and face-to-face lecture in industrial training. Research method was quasi-experimental and Pretest - posttest control group design. Samples selected from experts of HEPCO, who were randomly selected and assigned to experimental and control groups. Course of "Problem Solving" was designed based on traditional, blended and e-learning on the Gagne-Briggs model. Then the intervention was conducted on learners in the experimental groups. The course for students in the control group carried out in the traditional learning environment. For evaluating effectiveness of e-learning and blended learning environment, three depended variables include experts and managers' satisfaction, and learning measured and compared with control group. Research tools include questionnaire to measure experts' satisfaction, interview to measure managers' satisfaction and test was used to measure learning. Results indicated that designing blended learning environment in industrial training increase learners and managers' satisfaction and getting better results in academic achievement and increasing the overall effectiveness of the training in industry.

Keywords: E-Learning, Blended Learning, Industrial Training, Effective Instruction.

***Investigating the Degree of Considering Scientific Principles in
Developing the Content of the Course "Thought and Research"
in the 6th Grade Primary School***

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Abstract

The purpose of the present study was to investigate the degree of considering the scientific principles in developing the content of the course "Thought and Research" in the sixth grade primary school. The method employed in this applied research was survey study and content analysis technique as well. The data were collected quantitatively and qualitatively (mixed method research). The population consisted of instructors, authors, experts, teachers and students in Isfahan and Chahar Mahal and Bakhtiari Provinces. Because the statistical population of instructors and authors were limited all of their idea (44 ones) were evaluated. For other groups, random stratified sampling method was used and respectively 18, 264 and 790 participants were selected. In quantitative section, 95 classes were observed and 180 participants were purposefully interviewed face to face in a semi-structured method. The data was collected using questionnaires, interviews, and observations. To determine the validity, both content and construct validities were used. KMO (in order to check the internal consistency of items) for teachers, observer and students questionnaires were respectively (0.907, 0.740, 0.70) and questionnaires reliability in Cronbach's alpha were respectively 0.92, 0.720 and 0.76. According to the teachers and experts answers, the principles of developing the content were employed were at up to moderate level ($\bar{x}=3.48$ & p 0.05), according to students, view there were up to moderate level ($\bar{x}=3.70$ & p 0.05) and according to the observations, they were employed at low level ($\bar{x}=2.75$ & p 0.05). Therefore, it is recommended that "Thought and Research" course should be reviewed by educational experts, especially curriculum planners, expert teachers and students. In addition, according to the results of investigations on scientific principles, learners, interests, cultural and regional conditions, sufficient time and facilities as well as the three learning domains the ground of its effective implementation should be provided.

Keywords: national curriculum, curriculum elements, Thought and Research Course, curriculum content.

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