



دو فصلنامه علمی - پژوهشی

رویکردهای نوین آموزشی

دانشکده علوم تربیتی و روان‌شناسی

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اهداف، راهنمای نگارش و شرایط پذیرش مقاله در مجله رویکردهای 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) راهنمای نگارش

- مقاله با نرم‌افزار Microsoft Office Word 2007، روی کاغذ A4 و با قلم (Zar 13) به صورت یک ستونی تایپ شود.
- فاصله سطور ۱ سانتیمتر، حاشیه سمت راست و چپ ۲/۵ سانتی‌متر، و فاصله از بالا و پایین هر کدام ۳ سانتیمتر تنظیم شود.
- مقاله باید شامل چکیده فارسی و انگلیسی، مقدمه و پیشینه، روش، نتایج، بحث و نتیجه‌گیری و منابع باشد.
- زبان مجله فارسی است. واژه‌هایی که لغت فارسی متداول ندارند، واژه اصلی به زبان انگلیسی در زیرنویس نوشته شود.
- 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.
- 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.
- منابع باید به ترتیب الفبایی با سبک APA و جدیدترین شماره چاپ شده مجله رویکردهای نوین آموزشی در انتهای مقاله نوشته شود.
- تعداد صفحات مقاله با رعایت اصول مذکور می‌تواند حداکثر ۲۰ صفحه باشد (چکیده باید حدود ۲۰۰ کلمه باشد).
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ب) شرایط پذیرش مقاله

- مقاله باید نتیجه پژوهش شخصی نویسنده(ها) بوده و قبلاً در نشریات داخلی و یا خارجی منتشر نشده باشد.
- مقاله‌های چاپ شده بیانگر آرای نویسندگان است و نشریه در قبال آنها هیچ گونه مسئولیتی را بر عهده نمی‌گیرد.
- مقاله نباید به طور همزمان به مجله دیگری ارسال شده باشد.
- هیأت تحریریه حق قبول، رد و ویرایش مقاله را برای خود محفوظ می‌دارد.
- 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

- ابتدا مقاله‌های دریافتی از نظر انطباق با اهداف و معیارهای مجله، در هیأت تحریریه مورد بررسی قرار می‌گیرد.
- در صورت صلاحدید هیأت تحریریه، مقاله بدون ذکر نام نویسنده برای داور مقدماتی ارسال می‌گردد.
- در صورت مثبت بودن داوری مقدماتی و تایید هیأت تحریریه، مقاله بدون ذکر نام نویسنده برای دو یا سه داور صاحب‌نظر ارسال می‌گردد.
- نظرات داوران محترم در هیأت تحریریه بررسی و تصمیم لازم درباره مقاله اتخاذ می‌گردد.
- ترتیب تقدم و تأخر مقاله‌های مندرج در مجله، دلیل رجحان یا اهمیت خاص نویسنده نیست.
- پس از چاپ مجله، برای هر یک از نویسندگان یک نسخه ارسال می‌گردد.

رویکردهای نوین آموزشی

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In the name of God

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6. Once Journal was printed, a hard copy of the Journal will be sent to each writer.

In the Name of God

New Educational Approaches

*Faculty of Educational Sciences and Psychology,
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***The effect of Martin cognitive - behavioral multifaceted interventions
on academic motivation of third grade female students***

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Abstract

This study examined the effect of a cognitive- behavioral multifaceted intervention on academic motivation among middle school female students of Isfahan. Statistical population was students who were in middle school girls in Isfahan. The samples consist of 54 students of third year in 1391-92 academic years who were selected through cluster random sampling and randomly assigned to experimental and control groups. (27 experimental group and 27 controls). Martin (2008), multifaceted intervention program, was conducted on experiment group. Research tool was the Valrand Academic Motivation Scale (1990). Collected data was analyzed by analysis of Multivariate covariance (Mancova). Results showed that the multifaceted interventions to cognitive - behavioral Martin is effective on academic intrinsic of motivation intrinsic school female students in Isfahan. Multifaceted interventions to cognitive - behavioral Martin is effective on academic motivation extrinsic school female students in Isfahan.

Key words: cognitive-behavioral multifaceted interventions, intrinsic motivation, extrinsic motivation, middle Female students.

***The comparison of social Skills components of primary students at
without bag schools and public schools of Isfahan***

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Abstract

The presents study aims at comparing the social skills aspects (cooperation, expression, empathy, self-control) of the students at public and without bag school. Research method was a causal -comparative method. The participants of the present study consist of the fourth and fifth grade students of public and bag school at elementary schools of Isfahan. For the purpose of this study seventy-one students of bag at schools as well as 86 students of the third and four grade of Isfahan primary schools were chosen in a multistage random cluster sampling. Gresham and Elliott (1990) questionnaire of social skills was used. The collected data were analyzed using ANOVA statistical method. Findings of the study showed that there is a meaningful difference in the social skills of the bag at schools and public schools students. There is a significant difference between these two groups with respect to expression and self-control. The results didn't show a significant difference between cooperation and empathy. The findings also demonstrate that there is not a significance gender difference between social skills of students in bag at schools and in public schools.

Keywords: social skills, cooperation, expression, empathy, self- control, bag at schools.

***A study on factor construction, validity, reliability and normalization
of moral competency inventory among secondary school teachers in
Isfahan city***

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Abstract

This study aimed to assess the validity, reliability and standardization of moral authority among high school teachers. Martin ethical and Ashtian (2010) was administered to them. In this study, Cronbach's alpha coefficient of reliability and validity of confirmatory factor analysis was used. Results showed that the Cronbach's alpha for log competent moral 95/0 and for small scale care active than others, do the moral obligation to operate properly, thankfully, admit their mistakes, admit mistakes, admit the mistakes of others, trust in the other 85.0, 84.0, 72.0, 93.0, 79.0, 85.0, 51.0, 93.0, respectively. The results of confirmatory factor analysis of moral authority inventory items showed that this instrument has eight operating indicators with good fitness. Administrators can also use diagnostic scale of moral authority in schools, educational districts to help set the tables, according to the norm and then a diagnosis of strengths and weaknesses to provide guidelines for improving it.

Keywords: moral authority, high school teachers, competency.

***Concept of psychological empowerment and its relationship with
psychological capital among teachers***

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Abstract

The purpose of the Present study was to concept of psychological empowerment and its relationship with psychological capital among teachers. This study was descriptive - correlation and the statistical. Population included all of the primary school teachers who have been teaching in academics years 2013-14, totaled of 4805 teacher. Of these, 200 teacher were selected according to method of determining sample size of Stevens (1996) and by using stratified random sampling from the stratifical society. Research tools were psychological empowerment questionnaire (Spreitzer and Mishra, 1995) and psychological capital questionnaire (Luthans et al 2007). Both of the questionnaires were reviewed and confirmed in term of content validity by seven experts. The results showed that significant and positive correlation exited between psychological capital and its dimensions (self-efficacy, hope, flexibility and optimism) with psychological empowerment of teachers in primary schools at ($p \leq 0/05$). Also multiple regression analysis showed that although psychological capital be able to predict the psychological empowerment of teachers but among dimensions of psychological capital, dimensions of hope 21.9 percent and flexibility 3.6 percent explain psychological empowerment among teachers, while other dimensions of self-efficacy and optimism could not predict any psychological empowerment of elementary school teachers.

Keywords: psychological capital, psychological empowerment, primary school teachers.

***Study the role of cultural intelligence and social capital in teachers
Job compatibility: Testing mediating role of social capital***

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Abstract

The aim of this research was to investigate the role of cultural intelligence and social capital in teachers' job compatibility. Research method was descriptive-correlative with structural equations modeling approach. Research sample included 312 persons of West-Azarbaijan northern cities primary teachers that were selected by random multi-stage cluster sampling. For gathering data in this research, Job Compatibility Questionnaire (Poorkabirian, 2005) Social Capital Questionnaire (Bordbar, 2012) and Cultural Intelligence Questionnaire (Early & Ang, 2003) were used. Results showed that social capital in a direct form and by 0.58 effect coefficient can predict job compatibility. Also, cultural intelligence directly, with a regression coefficient of 0.23, predicted job compatibility. Analysis of mediator role of social capital showed that cultural intelligence through social capital had an indirect role in explaining the job adjustment. According to research findings, social capital and cultural intelligence have a direct role in explaining job adjustment. Also, by adding social capital to prediction model, through the mediator role of social capital, job adjustment prediction's power according to cultural intelligence, increased. Also, multiple correlation coefficient (R^2) was 0.333. Altogether, the predictors of the model, explained 33.3 percent of job compatibility's variance.

Keywords: job compatibility, cultural intelligence, social capital, structural equations modeling.

***Effect of epistemological beliefs on knowledge sharing behavior and
its comparison among graduate students***

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Abstract

The main purpose of this study was to study the effect of epistemological beliefs on knowledge sharing behavior and its comparison among graduate students. To achieve this objective, a descriptive- correlation research method was used. 357 graduate students were selected in four groups of Humanities, Science, Technology & Engineering, Agriculture and Natural Resources at the Ferdowsi University of Mashhad. The required data were gathered through knowledge sharing and epistemological beliefs questionnaires. According to the research findings, the situation of knowledge sharing (willingness, attitude and behavior) is not at a desirable level among graduate students. Also, the study findings showed that from the student's viewpoint, knowledge is too simple, clear and depended references. Furthermore, the results of the comparison of the epistemological beliefs and knowledge sharing among graduate students in terms of degree, field of study, gender and year of entry showed that there is no significant difference. Moreover, according to the results of the hierarchical regression analysis, individual beliefs about certainty of knowledge and fixed ability learning can predict sharing more than simplicity of knowledge and quick learning.

Keywords: epistemological beliefs, sharing knowledge, graduate students.

Effects of faculty members positive character and its indices on educational motivation of students at the University of Isfahan

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Abstract

Reaching high levels of success in institutions of higher education is deeply dependent on the character and behavior of their professors and instructors for they are the ones who have the power of expanding horizons of higher education actively. Therefore, the present study aims to investigate the effects of professors' character on the educational motivation of students at the University of Isfahan. This applied research is a descriptive- correlative study. The statistical population of the study included 13281 students at the University of Isfahan that 373 them whom were selected as the sample through random sampling. The data were collected through a standard researcher-made questionnaire whose content reliability was approved after experts' review. The validity of the questionnaire was estimated using Cronbach Alpha method at 0.91. The data was analyzed through SPSS 20 computer application. The results revealed that the effect of character on educational motivation of students as the primary hypothesis of the study was significant. Yet, as its secondary hypotheses, the study failed to find a significant relationship between indices of character including wisdom, modesty and passion independently on educational motivation. However, the effect of other indices like honesty, courage, humor and compassion on educational motivation of the students was significant. Thus, it could be concluded that the higher the professors' characteristic indices of honesty, courage, humor and compassion, the more educationally motivated their students will be.

Keywords: Character; Education, Educational motivation, Professors, the University of Isfahan.