



دو فصلنامه علمی پژوهشی رویکردهای نوین آموزشی

دانشکده علوم تربیتی و روانشناسی
دانشگاه اصفهان

- تحلیل عاملی استراتژی‌های خودرهبی و رابطه آن‌ها با عملکرد تحصیلی دانشجویان (مورد: دانشجویان دانشکده علوم و ادبیات دانشگاه بیرجند)
مظفرالدین واعظی، ابراهیم مزاری، کبری فباره، علی مقدم‌زاده، عذرا شالباف/۱
- مقایسه تأثیر الگوهای آموزش مستقیم و ساختارگرایی بر افزایش دانش تلفیق تکنولوژی دانشجو معلمان
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- بررسی نقش واسطه اهداف پیشرفت در تأثیر نیاز به خاتمه بر تعلل‌ورزی تحصیلی احمد (رستگار)، سعید مظلومیان، ممدمسن صیف، رضا قربان جهرمی / ۴۱
- ساخت و بررسی روایی و پایایی پرسشنامه خودکارآمدی تحصیلی دانش‌آموزان زینب مظاهری، احمد صادقی/۶۱
- بررسی نقش میانجی زورگویی و قربانی بودن در رابطه بین پیوند با مدرسه و عملکرد تحصیلی مسن فصری، صغری ابراهیمی قوام/۸۱
- تأثیر آموزش رفتار جراتمندانانه بر کیفیت زندگی در مدرسه و اضطراب اجتماعی دانش‌آموزان دختر زهرا نادری نوبندگانی، مهرآور مؤمنی جاوید، سیمین مسینیان/۱۰۱
- رابطه علی بین کمال‌گرایی و هدف‌های پیشرفت با اضطراب امتحان با میانجیگری باورهای خودکارآمدی در دانش‌آموزان دبیرستانی امید غلامی، ذکراه مروتی، سیروس عالی پور بیرگانی، غلاممسین مکتبی/۱۱۷

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دو فصلنامه علمی - پژوهشی

رویکردهای نوین آموزشی

دانشکده علوم تربیتی و روان‌شناسی

دانشگاه اصفهان

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دو فصلنامه علمی- پژوهشی رویکردهای نوین آموزشی

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دکتر پریسا نیلفروشان دانشگاه اصفهان

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

ج) 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 تأیید 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

سال دهم، شماره دو، پیاپی ۲۲، پائیز و زمستان ۱۳۹۴

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۱۰۱ زهرا نادری نوبندگان، مهرآور مؤمنی جاوید، سیمین مسینیان
- رابطه علی بین کمال‌گرایی و هدف‌های پیشرفت با اضطراب امتحان با میانجیگری باورهای خودکارآمدی در دانش‌آموزان دبیرستانی
۱۱۷ امید غلامی، ذکراه مروتی، سیروس عالی‌پور بیرگانی، غلاممسین مکتبی

***The Casual Relationship between Perfectionism and chievement
Goals with Test Anxiety with Mediating Role of Self-efficacy in
High-school Male Students***

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Abstract

The aim of the present study was to examine the casual relationship between perfectionism and achievement goals with test anxiety with mediating role of self-efficacy in high-school male students of Ahvaz city. The population of this study consisted of all the high-school male students of Ahvaz city in 1391-92. The sample of this study consists of 360 students who were selected by multi-stage random sampling method. The variables were measured by Test anxiety Scale, Self-efficacy Scale Multidimensional Perfectionism Scale and Achievement Goals Questionnaire–Revised. Also the path analysis method was used to test the fitness of the suggested model. The result of the research showed that the direct paths of self-oriented perfectionism to test anxiety and self-efficacy were significant statistically. Also, the relation between other-oriented perfectionism with self-efficacy was insignificant and its relation with test anxiety was significant and also the relation between society-oriented perfectionism with self-efficacy was insignificant. In addition, the path between mastery-approach goal and performance-approach goal, with self-efficacy was significant and the relation between mastery-approach goal, with test anxiety and self-efficacy is statistically significant. Also, the relation between performance-avoidance goal with self-efficacy was insignificant and its relation with anxiety test was significant and the relation between self-efficacy with test anxiety was significant. On the other hand, the result showed that the indirect relation of from self-oriented perfectionism with test anxiety via self-efficacy was significant and the relation between other- oriented perfectionism and socially-oriented perfectionism with test anxiety via self-efficacy was insignificant. In addition, the result showed that the relation between mastery-approach goal, performance-approach goal and mastery-avoidance goal with test anxiety via self-efficacy was significant and also the relation between performance-avoidance goal and with test anxiety via self-efficacy was in significant.

Keywords: test anxiety, self-efficacy, perfectionism, achievement goals.

Effectiveness of Training Assertiveness Behavior on life Quality in School and Social Anxiety of Females' Students

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Abstract

This article was administrated to study the effect of training of assertiveness on increasing life quality in school and decreasing of social anxiety of females' students. The statistical population consisted of all females' first grade students of Ahvaz high schools in academic year 2010-2011. In order to do so, 100 students were selected randomly who completed the research questionnaires and 30 students from them that had lowest score were chosen, were assigned randomly in two groups, and one of these groups were selected randomly as experimental group. The instruments used in this research were the Watson and Frened's social anxiety scale (1969) and Anderson and Broock's life quality in school questionnaire (2000). The design of the research was experimental with pre-test and post-test with control group. After carrying out the experimental interventions, that lasts 8 sessions, the degree of social anxiety and life quality were measured. The result of multivariate covariance analysis and also the mean of pre-test and post-test of experimental and control groups indicated the significant differences between these two groups in research variables. It Can be said that the training of assertiveness behavior lead to increasing of life quality in school ($p < 0/000$) and decreasing of social anxiety ($p < 0/001$).

Key words: life quality in school, social anxiety.

***Study the Mediating Role of Bullying and Victimization among
Students in Relationship between School Connection and Academic
Performance***

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Abstract

The aim of this study was to test the causal relationship between school connectedness and academic performance with the mediating role of bullying and victimization among boys and girls in middle schools of Shiraz. For this purpose, 564 secondary school students were selected through multi-stage random cluster sampling; and they completed research tools, including the Illinois Bullying Scale and the student perceptions of school cohesion scale. The results-using structural equation modeling -showed that overall; all path coefficients were statistically significant. In this model, the effect of school connectedness (as an exogenous variable) on academic performance (endogenous variable), was positive and significant (standardized coefficient: 0.53; $p < 0.001$); the effects of school connectedness on bullying, and school connectedness effect on victimization was negative and significant (respectively standard coefficient: -0.49, $P < 0.001$; and standard coefficient: -0.39, $P < 0.001$). Effects of intermediate variables (bullying and victimization) on academic performance was negative and significant (respectively; standard coefficient: -0.31, $P < 0.001$; and standard coefficient: -.11, $P < 0.001$). Fitness indicators, demonstrated that –overall-, the model had an acceptable fitness to the data. Indirect hypothesis using Bootstrap macros were tested and all of them were confirmed. In general, the findings suggest that the school connectedness, directly and indirectly, have an effect on academic performance, as well as on the whole process of bullying.

Keywords: bullying, victimization, school connectedness, middle school students, academic performance.

Development and Evaluating the Reliability and Validity of the Students' Academic Self-Efficacy Questionnaire

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Abstract

This study aimed to develop and determine validity and factor structure of the student Self-efficacy questionnaire. In this study, descriptive method and factor analysis was used. Populations of study were high school student in Khomeini shahr. Among them, 696 students (356 girls & 340 boys) were selected with multi-stage random sampling method and responded to Students' Academic Self-efficacy Questionnaire (SASQ) and Jinks & Morgan Academic Self-efficacy Questionnaire (ASQ). Data were analyzed through exploratory and confirmatory factor analysis, principle component analysis, varimax rotation, and Cronbach's alpha. And then the normal distribution of data on the total score and subscales were studied. The results of exploratory factor analysis were determined by three factors as academic performance, academic skills and academic future self-efficacy. It became clear that all of these factors had eigenvalues greater than 1. Concurrent validity SASQ using the correlation with ASQ Jinks and Morgan ($r = 0.73$, $p = 0.001$) approved and 0.93 reliability through Cronbach's alpha for the total scale, and for academic performance 0.89, academic skills 0.84, academic future 0.83, were calculated. Students' academic self-efficacy questionnaire of 26 questions for the students could be a valid instrument to measure the academic self-efficacy to be used.

Keywords: development, psychometric characteristics, academic self-efficacy questionnaire, students.

Investigating the Mediating Role of Achievement Goals in the Effect of Need Forclosure and Academic Procrastination

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Abstract

The aim of the present study was investigating the mediating role of achievement goals in the relationship between need for closure and academic procrastination. For this reason, 425 (243 female & 182 male) students from Fars Payame Noor University were selected through multistage cluster and stratified ratio sampling who completed a self-report questionnaire consisted of need for closure scale (NFCS), achievement goals scale (AGS), and academic procrastination scale (PASS). The research method was descriptive and correlation research design was chosen with regard to studying the relationship between variables in causal model of path analysis framework. Findings showed that need for closure dimensions have significant positive and indirect effects on academic procrastination through the mediation of achievement goals. The findings demonstrated that the direct effect of need for structure on mastery goals is significantly negative; but this effect on performance-avoidant goals was significantly positive. The direct effect of need for structure on performance-approach goals was not significant. Moreover, the direct effect of need for certainty on mastery goals and performance-approach goals was significantly negative; however, this effect on performance-avoidant goals was significantly positive. In conclusion, the detailed discussion of our results and their explanation has been addressed.

Keywords: need for closure; achievement goals; academic procrastination.

The Comparison between the Effect of Constructivism and Directed Instruction on Student Teachers' Technology Integration

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Abstract

This study was aimed at comparing the impact of constructivism and directed instruction on technology integration knowledge. Technological Pedagogical Content Knowledge (TPACK) was used as the framework to study and develop technology integration knowledge. The pretest-posttest quasi experimental method was defined as the study design. In this regard, 44 instructional technology students were selected as the sample group with a cluster random sampling method. Also, the TPACK questionnaire was selected as the data collection instrument. The sample received study treatment for one semester (15 sessions). The first experimental group was taught using directed instruction approach and the second group experienced constructivism environment as their treatment. Science was chosen as the subject and content for integrating technology into teaching. At the end of semester, the data was gathered and analyzed employing Covariance (ANCOVA). The results of Covariance analysis did not reveal a significant difference between directed instruction and constructivism teaching method to develop TPACK and its components.

Keywords: constructivism, directed instruction, TPACK, technology integration, student teachers.

***Factor Analysis of Student's Self-Leadership Strategies and their
Relationship with Academic Performance (Case: Birjand University
Students' of Science and Literature)***

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Abstract

This study was aimed at modeling a factor analysis of student's self-leadership strategies and their relationship with academic performance in Faculty of Science and Literature at University of Birjand. The research method was descriptive and correlational using Cochran's sampling formula and Sample size was determined 351 Students by stratified random sampling with proportional allocation. Self-leadership questionnaire with the reliability ($\alpha = 0.80$) was used to collect data. Exploratory factor analysis using principal component (PC) showed students used six strategy - involves a focus on natural rewards and individual goal setting ($\alpha = 0.66$), visualizing successful performance ($\alpha = 0.59$), self-punishment ($\alpha = 0.56$), self-dialogue ($\alpha = 0.73$), self-help ($\alpha = 0.69$) and self-reward ($\alpha = 0.73$) are used. Correlation analysis also showed there are positive correlation between applying self-leadership strategies and academic performance ($r = 0.25$), ($p < 0.001$). Simultaneous regression self-leadership strategies and academic performance showed, self-dialogue ($\beta = 20$), self-reward ($\beta = 21$), self-punishment strategy ($\beta = 23$) have significant multiple correlation with academic performance.

Keyword: Self-Leadership, academic performance, student, University of Birjand.

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In the name of God

Aims, Guides and Condition of Accepting Papers in NEA

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Educational approaches have always been one of the factors in improving quality in educational systems. Since, educational approach is affected by factors such as learner's characteristics, academic level, content and present facilities; it is assumed that efforts must be directed toward selecting best approach or creating one. Considering continuous changes in mentioned factors, the aim of Journal is to publish original research work about new educational approaches. This Journal welcomes multi-disciplinary research papers.

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1. Manuscripts should be typed with Zar-13, single column with Microsoft office word 2007 software.
2. Article must be double-spaced, with left and right margins of one inch, and arranged with 3 cm margin from up and down.
3. Manuscripts must include Persian and English abstracts, introduction and literature review, method, findings, discussion and conclusion, and references.
4. Manuscript language is Persian. Terms which do not have Farsi equivalent, original term should be footnoted.
5. A cover page should give the title of the manuscript, the author (authors) name, position and institutional affiliation, together with electronic address, based on last edition of Journal. Correspondence author must be designated with an astral.
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1. Received papers will be reviewed at editorial board, first, for consistency with Journal's aims and guidelines.
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4. Viewpoint of respected experts will be reviewed at Journal's editorial board for decision making.
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6. Once Journal was printed, a hard copy of the Journal will be sent to each writer.

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*Faculty of Educational Sciences and Psychology,
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