



دو فصلنامه علمی پژوهشی رویکردهای نوین آموزشی

دانشکده علوم تربیتی و روانشناسی
دانشگاه اصفهان

- نقش ادراک از محیط یادگیری ساختن گرا بر مؤلفه‌های اهداف پیشرفت دانشجویان
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طاهره نوری امام زاده‌ئی، پریسا نیلفروشان/۲۱
- تأثیر نقشه مفهومی بر پیشرفت تحصیلی دانش‌آموزان دوره متوسطه در درس فیزیک
ژیلا کاردان ملوایی، جهاد ماتمی، اسکندر فتمی آذر/۴۱
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سال یازدهم، شماره ۱، پیاپی ۲۳، بهار و تابستان ۱۳۹۵

شماره استاندارد بین‌المللی چاپی: ۶۷۸۰-۲۴۲۳ شماره استاندارد بین‌المللی الکترونیکی: ۳۶۰۸-۲۶۷۶



Journal of New Educational Approaches

Faculty of Educational Sciences and Psychology
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Vol. 11, No. 1, Serial 23, Spring & Summer 2016

ISSN: 2423-6780 E-ISSN: 2676-3608

دو فصلنامه علمی پژوهشی رویکردهای نوین آموزشی

سال یازدهم، شماره ۱، شماره پیاپی ۲۳، بهار و تابستان ۱۳۹۵



دو فصلنامه علمی - پژوهشی

رویکردهای نوین آموزشی

دانشکده علوم تربیتی و روان‌شناسی

دانشگاه اصفهان

سال یازدهم، شماره یک، پیاپی ۲۳، بهار و تابستان ۱۳۹۵

دو فصلنامه علمی- پژوهشی رویکردهای نوین آموزشی

ناشر: معاونت پژوهش و فناوری دانشگاه اصفهان

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نشریه رویکردهای نوین آموزشی طی نامه شماره ۳/۱۵۷۳۰۲/۳ مورخ ۹۱/۷/۳۰ کمیسیون بررسی نشریات علمی وزارت علوم، تحقیقات و فناوری دارای درجه علمی - پژوهشی است.

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چاپ و لیتوگرافی: انتشارات دانشگاه اصفهان

تاریخ انتشار: دی ماه ۱۳۹۵

آدرس پستی مجله: اصفهان، میدان آزادی، خیابان دانشگاه، دانشگاه اصفهان، دانشکده علوم تربیتی و روان‌شناسی، دفتر نشریه رویکردهای نوین آموزشی

تلفن: ۰۳۱-۳۷۹۳۲۵۴۰

کد پستی: ۸۱۷۴۶-۷۳۴۴۱

پست الکترونیکی نشریه: EduJournal@res.ui.ac.ir

سایت نشریه: <http://nea.ui.ac.ir>

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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)
- 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 مسؤلیتی 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.
- انتشار مجله به صورت الکترونیک می‌باشد و برای دریافت مقالات منتشر شده باید به سایت مجله <http://nea.ui.ac.ir> مراجعه نمود.

رویکردهای نوین آموزشی

سال یازدهم، شماره یک، پیاپی ۲۳، بهار و تابستان ۱۳۹۵

شماره استاندارد بین‌المللی (شاخه الکترونیک): ۲۴۷۶-۳۶۰۸

شماره استاندارد بین‌المللی (شاخه چاپی): ۶۷۸۰-۲۴۲۳

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- ۲۱ • اهمال‌کاری تحصیلی دانشجویان: نقش سبک‌های مقابله با تنیدگی و ابعاد دوگانه کمال‌گرایی
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- مسیب یارممدی واصل، مهران فرزادی، افسانه یعقوبی
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- ۱۲۵ • تأثیر منبع کنترل معلم، خودکارآمدی مدیریتی کلاس و نظم و خودکارآمدی در تدریس بر جوّ محیطی کلاس در معلمان دوره ابتدایی
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Effect of Teacher Locus of Control, Teacher Self-Efficacy in Classroom Management and Discipline, and Teaching Self-Efficacy on Classroom Climate among Primary School Teachers

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Abstract

The purpose of present study was to investigate the effect of teacher locus of control, Teacher self-efficacy in classroom management and discipline, and teaching self-efficacy on classroom climate in primary school teachers, using structural equation modeling. This study was a correlational research. The population of present study were all primary school teachers of Ardakan and Meybod city in 2015-2016 academic year. 317 participants were selected by randomly sampling. The data gathered by Fraser My Class Inventory (MCI), Self-Efficacy Scale for Classroom Management and Discipline (SSCMD), Teaching Efficacy Scale (TES), and Teacher Locus of Control (TLC) and then analyzed by structural equation modeling. The results show that all regression weights (Beta) except regression weight between locus of control and teacher efficacy were significant and proposed model of relationship between variables is fitted. The results of path analysis show that internal locus of control in teachers indirectly by improving of classroom management and discipline self-efficacy, has positive effect on classroom climate. Classroom management and discipline self-efficacy directly and indirectly by effects on teaching efficacy scale, improve class climate. By improving internal locus of control in teachers, particularly with emphasized on classroom management and discipline skills, can increase teaching efficacy and class management and improve class climate.

Keywords: Teacher Locus of Control, Classroom Management and Discipline Self-Efficacy, Teaching Self-Efficacy, Classroom Climate, Primary School Teachers.

***Comparison of the Efficacy of Three Methods of Cooperative Learning on
Social Skills in Second Grade Female Students***

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Abstract

This study compared the efficacy of three methods of cooperative learning (Student Teams Achievement Divisions - Jigsaw- Learning Together) on social skills in second grade (Junior High School) female students who were studying in third region of Tabriz city the sample consisted of 97 students in four classes which were selected by random multi-stage cluster sampling method; three classes as experimental groups and one class as control group. during the eight sessions, each experimental group followed one of the methods of cooperative learning and the control group followed the current teaching method. to gathering data, the scale of matson evaluation of social skills with youngsters in two stages, before and after the sessions, and to data analyzsis anova and tukey were used based on the findings of this study in comparison of the efficacy of three methods of cooperative learning on social skills, none of the differences between the means of experimental groups was not significant. in comparison the mean scores of experimental groups with the control group, the mean difference between the experimental groups A (Student Teams Achievement Divisions) and B (Jigsaw) with the control group, respectively, at the level of (0.01) and (0.05) are significant. but the mean difference between the experimental group C (Learning Together) and control group at any of these levels is not significant. In other words, the results showed there is difference between of these three methods to effect on social skills.

Key words: cooperative learning, student teams achievement divisions, jigsaw, learning together, social skills.

***Comparing The Effectiveness of Critical Thinking Instruction Trough
Carplus Cycle and Allegory Method on Cognitive processes of Analysis,
Inference, Evaluation, Inductive and Deductive Reasoning***

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Abstract

This study was conducted to examine the results of comparing critical thinking components instruction effectiveness (by metaphor and Karplus cycle), on cognitive processes of analysis, inference, evaluation, inductive and deductive reasoning of third grade guidance school female students in Saqez. An experimental method with the design of three control and experimental groups undergoing pretest and posttest was used. The research instrument was the California critical thinking Questionnaire. The subjects were selected from the third grade guidance school girl students in Saqez, using the multistage cluster sampling. The subjects were classified into control and experimental groups, randomly. A sample was comprised of 60 students, 20 in each group. Experimental treatment was conducted on the experimental groups during 12 sessions and then posttests for 3 groups were administrated on the subjects. Statistical analysis was conducted by analysis of multivariate-tests (MANCOVA) for all of research hypotheses. Results showed that the critical thinking components instruction by metaphor and Karplus cycle have significant effects on critical thinking components in the third grade guidance school female students ($P < .5$), but instruction by metaphor and Karplus cycle have a same effects. These findings show that critical thinking components instruction leads to critical thinking components increase in students. Therefore by using critical thinking instruction, we can increase and improve the current and future components of student's critical thinking.

Key Words: Critical Thinking, Karplus cycle, Metaphor.

Effectiveness of Cognitive Techniques on Academic Motivation and Academic Performance of Female High school Students in Isfahan

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Abstract

The aim of this study was to investigate the effectiveness of cognitive techniques on motivation and academic performance and progress of female high school students in Isfahan. This quasi-experimental study with pre - test and the control group consisted of three pre-test, post-test and follow-up (4 months). Statistical population in this study were all high school students in the academic year 1391-1392. This research was random sampling and 40 high school students in the experimental group and the control group for random assignment was considered and demographic and hermans achievement motivation questionnaire (1970) was performed on them. The students' average was used as an indicator of academic performance. The experimental group received 8 sessions of 1 hour cognitive techniques. The results of analysis of variance showed that cognitive intervention techniques increases the 45/6% of subjects in the post-test scores and academic performance and enhance 45/9% in the follow-up phase. Therefore the first hypothesis was confirmed in addition to the results showed that cognitive intervention techniques to increase 57/1% post-test scores of academic motivation participants stage 56/6% in the follow-up period. Therefore, the second hypothesis was confirmed. Findings of interventions based on cognitive learning techniques in order to increase motivation and academic performance of female students suggests.

Keyword: Cognitive techniques, academic motivation, academic performance, female high school students.

Effect of Concept Map on the Academic Achievement of the High school Students in Physics

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Abstract

In this regard, the conceptual map has been presented for improving the common teaching programs. In present study the effect of conceptual map on academic achievement of high school students of girl and boy in physics lesson has been investigated. This research involved two semi-experimental research and case study sections. The semi-experimental research aimed to determine the effectiveness of proposing conceptual map and presentation and making of conceptual map in academic achievement of the learners in physics. This case study was conducted in order to study the effect of meaningfulness of the conceptual map for investigation of the causes for survey on the teachers and professors experiences in effectiveness of the application of the conceptual map in learning- teaching process. In the semi-experimental section, pre-test and post-test were used and six classes of secondary school were selected by purposeful sampling method (two conceptual map classes, two proposing and making conceptual map and two control classes). In the control groups, the learners learned the mentioned lessons by common method. In the presentation and making group (combined group), curriculums were presented in the conceptual form and also the students prepared the conceptual maps of the taught subjects. In the experimental representation group, the subjects were presented only in the conceptual map form. The effect of this combination on the learners' academic achievement was measured by academic achievement test. The results of Covariance analysis showed that the score of students in combine and teacher made tested groups in post-tested were more than the control group ($p < 0/001$). So, using of the concept map led to increase of academic achievement in students. The other results show that none of the female and male groups had privilege to each other. Also, for fulfilling the second goal of the research, the opinions and experiences of nine teachers and professors on the effectiveness of the application of the conceptual map in learning-teaching process were investigated. The sampling of the teachers and professors was done as purposeful and the data were selected as semi structured interview. The findings of the teachers and professors experiences on the effectiveness of the application of the conceptual map were summarized under three main categories of holistic view, self-regulatory learning and growth of thought and several secondary contents.

Key words: Constructivism, Meaningful learning, Conceptual map, Academic achievement, Teachers and professors experiences, Secondary school students.

***University Students' Academic Procrastination: The Role of Coping Styles
with Stress and the Dual Dimensions of Perfectionism***

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Abstract

The purpose of this study was to investigate the role of coping styles with stress and dimensions of perfectionism in predicting students' academic procrastination. The present study was a correlative one. 190 BA students of the University of Isfahan were selected by using cluster random sampling. The participants completed Procrastination Assessment Scale for Students (PASS), Coping Inventory for Stressful Situations (CISS), and Perfectionism Scale. The results of regression analysis showed that problem-focused coping style, emotion-focused coping style, normal perfectionism, and neurotic perfectionism had respectively the most effect in predicting academic procrastination ($p < 0.01$). The current study emphasized on the determinant role of coping styles with stress in academic procrastination and also revealed the necessity of attention to dual nature of perfectionism in predicting academic procrastination.

Keywords: academic procrastination, coping styles with stress, Normal perfectionism, Neurotic perfectionism, university students.

Role of Perception of the Constructivist Learning Environments on Students' Achievement Goals

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Abstract

According to the importance of achievement goals as a key motivational component for understanding the behavior of students, it is important to study contexts as classroom environment perceptions. The present study examined the role of perception of the constructivist learning environments on students' achievement goals. The Statistical population included all the undergraduate and Masters Students studying in the faculty of literature and Humanities, Education and Psychology, Basic Sciences and Agriculture at Ferdowsi University of Mashhad in 2013-14. For this purpose, a sample of 193 subjects were selected by quota sampling. Questionnaires of perception of the constructivist learning environment and students' achievement goals in a sample method was implemented. Data were analyzed using structural equation model and the proposed model was tested. The results showed that the variables of the perception of the constructivist learning environment and students' achievement goals are mutually correlated with each other ($p < 0.05$), in addition to the implementation of structural equation model indicated that the proposed model fit the data. Coefficients on the route between the perception of the constructivist learning environments and achievement goals is obtained, 0.36 and results of t-test showed that the path coefficient is significant ($p < 0.05$). This means that the relationship between perception of the constructivist learning environment and achievement goals among students is coefficients.

Keywords: Constructivist learning environments, achievement goals, structural equation model, students.

New Educational Approaches

Vol. 11, No. 1, Serial 23, spring and summer 2016

ISSN: 2423-6780

E-ISSN: 2476-3608

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New Educational Approaches

Publisher: The University of Isfahan, Vice-President for Research and Technology

License Holder: Faculty of Educational Sciences and Psychology, University of Isfahan

ISSN: 2423-6780

E-ISSN: 2476-3608

Managing Director: R. Hoveida, Associate Prof. University of Isfahan

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Layout: F. Khosravi

New Educational Approaches is a scientific research journal based on the letter number 3/157302/3 issued by the evaluation committee of scientific journals at Ministry of Sciences, Research and Technology.

Journal of New Educational Approaches is listing or indexing in these Databases:

ISC: Islamic World Science Citation Center	http://www.ISC.gov.ir
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Google Scholar	http://scholar.google.com

Publication and Lithography: The University of Isfahan Publications

Date of publication: Dec. 2016

Address: Authors and subscribers can mail their requests directly to: New Educational Approaches, Faculty of Educational Sciences and Psychology, University of Isfahan, Iran.

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Zip code: 81746-73441

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Website: <http://nea.ui.ac.ir>

In the name of God

Aims, Guides and Condition of Accepting Papers in NEA

A) Aims and Article Topics

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.

B) Guideline of Manuscript

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.
6. Descriptions related to figures should be numbered and placed at the bottom of figures; and for tables, placed at top.
7. References must be in alphabetical order and in APA style placed at the end of article consistent with latest edition of New Educational Approaches Journal.
8. The manuscripts should be restricted to maximum of 20 pages and abstract to around 200 words.

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1. Manuscripts submitted for publication should be sent electronically to <http://uijs.ui.ac.ir>, in pdf or word text format and then sending article form be completed and registered.
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3. Published text presenting author's view points and NEA Journal bear no responsibility regarding views expressed in the paper.
4. Manuscript should not be submitted to another Journal simultaneously.
5. Editorial Board Members preserve the right to accept, reject, and edit the submitted papers.
6. Completion and submitting innovation form and written undertaking is obligatory. To receive this form, go to Journal web site.

D) Publication Process

1. Received papers will be reviewed at editorial board, first, for consistency with Journal's aims and guidelines.
2. If appropriate, the reviewed unnamed paper will be sent to a preliminary referee.
3. If preliminary referee's response was positive, with editorial board confirmation, unnamed paper will be sent for two or three experts.
4. Viewpoint of respected experts will be reviewed at Journal's editorial board for decision making.
5. Sequence of published manuscripts is no reason for preference of an author or a writer.
6. Journal is published electronically. In order to access to published papers, please go to Journal site at: <http://nea.ui.ac.ir>

In the Name of God

New Educational Approaches

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Vol. 11, No. 1, Serial 23, Spring & Summer 2016