

Performance evaluation of curriculum development in learning disorders center of Urmia, Iran, according to 9 elements of curriculum development of Francis Klein

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Abstract: This research under the name "Performance evaluation of curriculum development in learning disorders center of Urmia, Iran, according to 9 elements of curriculum development of Francis Klein contains goal, content, time, space, teaching / learning activities, evaluation, grouping, teaching methods, teaching tools". Statistical population of this research contains all of teachers and students of learning disorder center and volume of students sample group contains 5 persons that are selected through Purposive sampling. Method of research is a qualitative one. Information collecting tools include observation, interview, analyzing of documents and records. Results of research shows that there is no codified educational content in center of learning disorder and it is presented according to kind of student's academic grade. Educational time at this center is about 45 minutes that some is used for resolving academic problems and remaining is used for resolving process problems (accuracy, attention and cognition). Minimum time of educating at this center is 3 months and maximum time is 3 years. At this center there are no teaching/learning activities and teaching/learning activities are defined through kind of student's disorder and according to content.

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1. Introduction

Yet many definitions are proposed about learning disabilities that are consistent in below elements: defectiveness of Central nervous system, inappropriate growth pattern and differences in psychological process, difficulty in learning and education, difference between the levels of development and individual's potential capacity and finally lack of other factors (Ahadi and Kakavand, 2010, p27).

Term of failure to learn is used by psychologists and education Professionals, while medical Professionals prefer learning disorders. For example according to definition of Psychological Association of America disorder occurs when individual's academic improvement is based on individual standard testes in reading, computing, writing or stating significantly lower than expected age, curriculum or mental level (Omidvar, 2006, p9).

In scientific texts it is cited to 7 proceeds that drawback incidence in various parts of body leads to particular insufficiency in learning; that is: 1. Listening, 2. Thinking, 3. Speaking, 4. Reading, 5. Writing, 6. Spelling, 7. Computing (Omidvar, 2006).

Learning disorders can be classified into two major categories: growth and Curriculum. Major parts of learning disorders are: perception and attention deficit, mental disorders, perceptual-movement disorders and thought and language

disorders. Also curriculum learning disorders are: reading, writing and computing insufficiencies.

There are various definitions about learning disabilities but the most comprehensive definition is Federal definition; main concepts of this definition are: Drawback in one or more than one basic psychological processes, drawback in writing, reading, mathematics, speaking and listening, lack of drawback due to sensory and behavioral issues and mental retardation and environmental and cultural deprivation (Ahadi and Kakavand, 2010, P23).

Francis Klein proposed nine elements that contain: goals, content, education materials, teaching methods, learning, time, space, and evaluation; and according to existence condition we specify 7 elements fundamental in curriculum and decide about them as necessary (Mohsenpoor, 2010, P15).

Goals are: giving end is going to happen to a condition or situation that organization tried to achieve it, (Alagheband, 2006, P 101). Content of a curriculum material is saved and organized knowledge, terms, information, facts, realities, principles, methods, concepts, generalizations, phenomena and issues related to same curriculum material. Teaching methods are organized, principled, and logical way for introducing study. Learning material and sources are selecting appropriate education material to motivate students and explaining curriculum content that these sources

contain various literature, audio visual media and other materials for individual or group educating (Kamp, 2007, P68).

Educational space and facilities are: diversity of students, lack of benches, poor quality of board, lack of adequate light, cold and dark classes with windows overlooking the street, unsanitary classes and lack of play ground, library, chapel (praying room), laboratory and hundreds of facilities that can affect teacher's teaching (Shabani, 2004, P 128).

Evaluation is: performance measurement of learners with predetermined educational goal in order to decide whether teachers educating activities and students learning challenges led to the desired results.

Grouping is: one of the dimensions of curriculum organization that organizing students not only causes to achieve efficiently purposes of curriculum but also reinforces social and intergroup skills in individuals (Maleki, 2005, P108).

In this research qualitative method is used that analyzes existing curriculum in Urmia's learning disorders center according to 9 elements of the curriculum development of Francis Klein, including content, goal, time, space, learning tools, learning/teaching activities, teaching methods, evaluating and grouping. In this research after presence in learning disorders center and through observation and interview method with coaches and staff of this center, analyzing and studying existing documents and students records that have learning disorders in this center is stated as report writing, documentation and descriptive. This research is looking for determining that visitors of Urmia's learning disorders center own which kind of disorder and how much curriculum is followed by Klein approach.

2. Research method (Materials and Methods)

This research is a qualitative one. A qualitative research is a process derived from an accurate and serious analyze about aspects of the social world that gives official statements or conceptual framework from new ways for understanding universe. Qualitative research utilizes most inductive explanation. Inductive explanation states more or less from a particular concept and looks to experimental world to view that if concept is supported by facts you can examine social world. In this process development of a concept corresponds with what you are seeing, that mostly it is called basic attitude (Sterberg, 2006, P 22).

Process of qualitative research (Hooman, 2007):

1. Choosing topic: researcher have selected topic according to expertise and course.

2. Determining audiences: audiences include researcher, teachers, and students. Our statistical population contains students of learning disorders

center from zone 1 and 2, that about 8 classes are in zone 2 and 5 classes are in zone 1. Sampling is a targeted one. Number of teachers group of learning disorders center is 18 persons and number of student's groups is 5 persons that are selected through targeted sampling.

3. Developing more knowledge about topic: primary learning, informal personal research, and consultation to sensitize researcher about considered phenomenon, and analyzing existing facilities for accessing to appropriate advisors or information sources.

4. Research question codification: formulation of primary research question with answer.

5. Preservation of one personal research magazine: preservation of a kind of personal research magazine with a note system to dominate on personal and intuitive dimensions of "making sense" process is proposed as it occurs.

6. Developing awareness of method: this process requires looking for special methods in various books. Reading real papers in qualitative research is essential.

7. Choosing an approach: selected approach that is used in this qualitative research is so that it is performed in learning disorders center by first studies that are done through books and papers and surveys, various kinds of learning disorders are determined.

8. Deciding about data collecting and analyzing techniques: reports, interview and observations are used as data collecting techniques. In performed research for data collecting, observation method and presence in classes of learning disorders center, that coaches of this center educate to students and interview with coaches and staff of this center and studying curriculum books and educating CDs and existing documents in learning disorders center and analyzing records of these students and type of their disorders and determined reparative methods by teachers for these students and analyzing educating material in this center are used. Analyzing method is a descriptive one. Marshal Warsman proposed 5 stages for data analyzing: 1.Organizing of data, 2. Classification of data, 3 Examination of concepts, 4.Seekig for various data contribution, 5.report writing that these stages are used for data analyzing (Hooman, 2007, P99).

Manner of admission and student's curriculum in learning disorders center of Urmia: at first students are introduced to this center by schools then Weksler intelligence test is done on them; if their intelligence quotient is higher than 84, they would be accepted. Then clinical interview and then diagnostic evaluations that are based on student's problem are done. If a student, for example, has mathematical problem, then Key Mat test is done too. At this time

treatment pattern is made for student and then it is planned and 2 or 3 days a week exercises are done on student and during time correspondence take place with related teacher of this student in normal school about problems and improvements, and treating and educating programs continue so on and some evaluations are done in educating period and once a month on student.

3. Research and Results basic questions

Question 1: According to 9 elements of curriculum improvement of Francis Klein, how is the scope of learning disorders center's curriculum?

Results of interviews with this center's teachers show that 50% of teachers stated goals of learning disorders center a solving element for process problems (accuracy, attention, troubleshooting visual memory disorder...) and academic problems in elementary grades.

Also according to observations from students of this center goals were stating attitudes, needs, knowledge, and student's achievable skills in a maximum level. In fact according to observations goals of this center's curriculum includes both process problems and academic problems of students.

Question 2: According to 9 elements of curriculum improvement of Francis Klein, how is the educating content of learning disorders center's curriculum?

Results show that 50% of teachers of this center know contents of this center including process and academic problems, 44% content of elementary curriculum and 5% student's process problems. Also there is no codified content related just to learning disorders center. Curriculum content was mostly understandable for students and motivated them and improved their disorders. In maximum level it contains elementary curriculum and in a medium level it corresponds with student's type of disorder.

Question 3: According to 9 elements of curriculum improvement of Francis Klein, how is the learning/ teaching activities of learning disorders center's curriculum?

Results show that 38% of this center's teachers stated learning/ teaching activities of this center related activities with student's process and academic problems. 33% stated learning/ teaching activities correspondence with needs, 22% correspondence with type of disorder, and 5% as arrangement. Also these activities involve students with learning in a maximum level. Learning/ teaching activities highly conform to type of disorder. These activities are correspondence proposed goals. Learning/ teaching activities are correspondence with time in a medium level. These activities are highly appropriate for student's learning verification.

Question 4: According to 9 elements of curriculum improvement of Francis Klein, how is the teaching method of learning disorders center's curriculum?

Results show that 22% stated incarnate, semi-incarnate and abstract teaching method; 16% stated teaching method conforms to type of disorder, 16% arrangement method, 11% Sina and Fernald teaching method and 5% proposed a teaching method related to student's learning zones. Also teaching methods in learning disorders center are: in a high level speech method is used instead of showing method. In maximum level incarnate, semi-incarnate and abstract and related methods to active teaching are used. In a high level teaching methods conform to individual differences and student's extensive reading and writing skills. Teaching methods conform to education topics and concepts and student's real life and their interests in a medium level.

Question 5: According to 9 elements of curriculum improvement of Francis Klein, how is the education tools of learning disorders center's curriculum?

Results about used education tools in this center shows that 55% stated that education tools related education problems, 38% related to type of disorder, 22% related to process and academic problems, 16% education tools conform to students' needs and features. Obtained results show that education tools are used less simultaneously for trouble shooting student's both process and academic problems. And also about used education tools in this center's curriculum it is stated that it's conform to effectiveness of education tools in this center was in a maximum level; education tools used for individual training was in a high level; using tools appropriate with student's needs and features, with their process and academic problems was in a medium level. Used tools in classes for revenue were in a minimum level too.

Question 6: According to 9 elements of curriculum improvement of Francis Klein, how is the passed education time of learning disorders center's curriculum?

Results show that teachers know timing inappropriate for student's curriculum and 5% know timing appropriate for the kind of education, because they believe that proposed time is not suitable for students' dynamic activities and troubleshooting their problems. In fact timing is low and these students due to lack of accuracy and attention and their disorder need more time for doing an activity. Obtained results of performed observations on 5 students of learning disorders center about research question 6 in using education tools in this center's curriculum are: education time conformed to student's type of

disorder in a high level and a lot of it is distributed for troubleshooting student's process and academic problems. Selection conforms in a medium level to individual differences and education content and improving students learning disorders and learning/teaching activities. Proposed timing is effective for compensating and reparative educations.

Question 7: According to 9 elements of curriculum improvement of Francis Klein, how is the education spaces of learning disorders center's curriculum?

Results show that 33% of teachers stated education space inappropriate with this center's educations, and in fact determine it as a block for dynamic, active and full of enthusiasm learning for students. 66% of teachers know education spaces appropriate for this center's educations. Obtained results from performed observations on 5 students of this center in research question 7 about education spaces are: education space of learning disorders center and its facilities (computer, white board and etc.) provides in a high level teachers possibility to use active educating methods. Space of classes in a high level is appropriate for dynamic games because they have enough light and space. Free space of school is used no away for making variety in educating methods of these students. Class space in medium level is appropriate for conducting education representative methods and using education tools and troubleshooting noise (due to student's low accuracy and attention).

Question 8: According to 9 elements of curriculum improvement of Francis Klein, how is the used grouping of learning disorders center's curriculum?

Results of interviews show that 66% of teachers used individual and without grouping training and it was due to student's low accuracy and attention.

33% of teachers stated individual training and sometimes mixed with partnership training. Educating type of this center is individual and sometimes some of teachers use partnership method because of student's similarity in learning stage and disorder.

Question 9: According to 9 elements of curriculum improvement of Francis Klein, how is performed evaluations in students improvement?

Results show that 88% of teachers use diagnostic, creative and ending evaluations and 11% just use level by level evaluation. Obtained results from performed observations on 5 students of this center show: performed evaluations are highly symmetric with goals. Selection is highly related to whether existing evaluations in this center are symmetric with education content. Selection in evaluations is highly related to Implementation of

formative assessment and Operative procedures. Selection is highly related to whether assessment methods are conforming to lessons and teachers way of educating and students individual differences.

4. Conclusion

This research is alignment with Mehrinejad research that is related to elementary students particular problems. Results of This research show that teachers, parents and Intervention practitioners in learning disorder should undergo necessary training and have needed skills for performing educational programs. And special spaces for these disorders should be provided to effect on disorder trouble shooting. In this research teacher's teaching method and education space included in elements of Francis Klein was considered and it is cited as important that is alignment with previous researches. This research is alignment with research of effect of using Sina's education tool on decreasing reading errors of deficient children in first to third elementary grades of Tabriz schools through using Dyslexia list (Naderi and Naraghi, 2010). Also research of Narimani and et al (2011) about investigating Efficiency of disabilities that is done in Ardebil province on student's improving learning disorder symptoms shows that this center's educations was more effective in student's mathematic disorders. Also in this research Strengths and weaknesses of this center investigated so that results show that all of the student's parents and also all of the involved professionals and coaches in this center cited to being satisfactory the education and treating staff and disordered students cooperation with this centers.

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