

Presentation of Competency Model Needed by Elementary Education Graduates of Farhangian University based on the theory Deliberative Inquiry

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Abstract

Purpose: The purpose of the present study was Presentation of Competency Model Needed by Elementary Education Graduates of Farhangian University based on the theory Deliberative Inquiry. The method of qualitative research, type of phenomenology and content analysis, was a statistical society of faculty members in the field of curriculum and all scientific sources and documents.

Method: The semi-structured interview data collection method and the use of checklist and encoding were used. Also, for interpreting the data, an interpretative analysis method was used. **Findings:** The results of the research show that the experts of the curriculum have considered contemplative, developing thinking, arts and aesthetics, perception, problem solving, decision making, skill orientation, and professional development. **Conclusion:** Accordingly, four main curriculum elements Flexibly, including educational goals, educational content, teaching methods and evaluation, were analyzed and the optimal model of elementary curriculum for teacher students of Farhangian University was designed in 3 main areas of knowledge, attitude and ability (skill), and was evaluated and validated. The validation results show that the proposed pattern is relatively favorable.

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1. Introduction

Today's curricula are considered as the heart of educational systems, which include all learning activities, types of learning experiences, suggestions on teaching strategies and learning strategies, as well as knowledge, skills and attitudes for learning in any educational system (ornishtain and hankins,2009). These days in educational systems and public discourse, we see that curriculum is not seen as a pattern of norms, efforts, and values. As long as the instructional view is based on the learning outcomes of the curriculum, the curriculum interest of the individuals is limited to limited discussions about specific curriculum, outcomes and effectiveness. Public debate about curriculum seems to come from critiques of political motives, resulting in very superficial perceptions of the educational system's problems and the sort of curriculum that they believe will definitely solve these problems will do. Most coaches often participate in the decision-making process on the goals and functions of the educational system, whose discourse is not sufficiently in depth. In fact, teachers, curriculum specialists, and managers rarely question the goals and functions of the curriculum by examining the dominant thinking patterns of these programs and the immediate and future effects of the formal educational system. pamela Bolotin Joseph (2000, Quoted by mehrmohammadi and others,2010).

2. Literature review

Deliberative inquiry represents the most significant and important and yet the most complex activity of curriculum or curriculum planner (researcher). This acts like a supervisor for adopting the best and the most appropriate decision or deliberate and firm decisions with reflection, and in relation to particular situation, theme or mission (Mehr Mohammadi, 2002). "Deliberative inquiry is a process by which designers discover their own values and preconceptions of educational purpose, they begin to discover their colleagues, and they try to share their efforts in the pursuit of a task, in other words, discovery in a particular situation of reflective action is a kind of ethical, not technical process; and successful pursuit of it depends on personal qualities, not technical skill" (Reid, 1999 cited in Al-e Husseini and Meh Mohammadi, 2011).

Research focused on deliberative inquiry has roots in practical reasoning theories related to the fields of politics and ethics, which provides support to justify arguments, decisions and actions (Waykers, 1963; Gasir, 1958; Bayer, 1958; Toulmin, 1965 cited in Short, 2008). The concept of practical experience for teacher preparation dates back to the nineteenth century, when the standard education presented four major categories of studies for teachers, one of them was Teaching Practice. A hundred and fifty years later, however, preparations generally contains a component called "Observation and Practice", "Internship in schools", "Field Experiment", or "Internship of student teachers", but expectations about what teachers should know, and able to do has changed very little (Levin, 2009). Reflective Teacher is an effective teacher, thus teacher training programs should be designed so that they encourage reflective performances, enhance teachers' professional abilities, combine theory and practice, devote much time to internship, and allow the professors of Teacher Training Centers prototyping reflective functions, facilitate the partnership between universities, professors and teachers (Hosseinian, 2013). Darling (2005) summarizes the concerns related to the new trend and states that: traditional approaches to teachers' preparation program has been criticized for being very theoretical and its little relationship with practical work, incoherent courses of teacher education programs and the lack of clear concept of teaching among their professors. Undoubtedly, programs that are just a collection

of unrelated courses and are lacking common basic concepts of learning and teaching, had little impact on the professional practice and readiness of new teachers (Dinhaum, 2012). What emerges from the literature of the discipline's field study suggests that scholars and researchers in this field have analyzed the curriculum of arrogant action from different angles and outlined dimensions and components for it. However, the accuracy and reflection in the set of theoretical and research documents illustrate the positive role and functions of the curriculum of arithmetical action. It can be said that understanding the fields, the evolution and dimensions of the pragmatic approach can help curriculum planners to use this view in the curriculum. For this purpose, the intentions and views of the action-oriented approach should be explored and the dimensions and components of it developed, in order to be used and exploited in the curricula of the universities and educational centers of the country. Given that the research on the subjective practice approach did not address the full range of dimensions and components of the curriculum based on the subjective practice, and the vacancy of this important issue was felt, it was dealt with in a careful study of the deductive in the theory of factional action .What is obtained from the research literature on deliberative inquiry curriculum suggest that experts and researchers in this field have been analyzed and studied deliberative inquiry curriculum from different angles and have mentioned its dimension and components. However, detailed review and reflection on the studies and theoretical and research documentation represent the positive role and functions of deliberative inquiry curriculum. Considering the importance of deliberative inquiry curriculum, this study seeks to answer the question: what are dimensions and components of deliberative inquiry curriculum from the point of view of the curriculum field experts?

1. What are dimensions and components of deliberative inquiry curriculum from the experts' point of view in the field of deliberative inquiry curriculum?
2. According to the resources and documents related to the Deliberative Inquiry curriculum what are the most common components and dimensions of Deliberative Inquiry curriculum? And how much have been given to these components in resources and relevant documents?
3. What is the optimal model of the action-based curriculum for primary school education and how valid?

3. Methodology

In this study for question 1, the qualitative phenomenological methodology is used. Participants in the study were purposefully selected. Sampling will continue until the categories reach to theoretical saturation. According to Corbin and Strauss, it is often assumed that theoretical saturation occurs when no further new categories extract from data, but in fact, theoretical saturation refers to something beyond it. That is, the main goal is not merely achieving a set of categories, but also theoretical saturation refers to development of categorization based on its features and dimensions. In this study, theoretical saturation was achieved after interviews with ten experts in the field of deliberative inquiry curriculum, the method of data collection was semi - structured, which was analyzed using an analytical approach, questions of interview were open - ended and based on the interview guide, and in order to analyze data, thematic coding was used.

Therefore, interviews were fully recorded and transcribed, then transcripts were analyzed, and the original concepts coded. After extracting the raw codes, researcher integrates similar codes with each other and puts them in groups. Then for each group was selected a name, which was representing the codes of the group. Thus, with classification, main themes were extracted.

In order to ensure the accuracy and reliability of the research, transcripts and concepts derived from them returned to the participants to be revised and then approved them. The steps of coding is as follows:

- a) Open Coding, first, data obtained from experts' point of view on the field of Deliberative Inquiry Curriculum for each interview questions broke down and summarized, the broken data were labeled and gave meaning to them, then categories were obtained from total data.
- b) Axial Coding, is the process of relating categories to their subcategories. This means that each category was extended according to the conditions and location of the phenomenon that occurs in a particular dimension and with regard to its properties, field, and reaction to this phenomenon, and the consequences of any interaction that takes place.
- c) Selective Coding, Selective coding is the process of choosing one category to be the core category, and relating all other categories to that category. Here, it is dealt with a text or phrase production in which using logical principles or propositions, the relationship between concepts and categories are explained, and the phenomenon under study, i.e. teachers' experiences in teaching was described.

In order to determine the "validity and reliability of data", three criteria from experts' point of view, including "conformability", "dependability" and "credibility" were used.

- To "credibility" and approval of the findings, interview transcripts and research reports were sent to professors, in order to determine their agreement or disagreement with the mentioned points and findings.
- In order to "guarantee dependability" was tried to describe clearly the processes and decisions related to research in the context of the study.
- For "conformability" of the results, the findings were compared with prior literature and according to theoretical discussions attempted to explain them.

Table 1. Sociological characteristics of interviewees

Interviewee Code	Academic Degree	Field of Study	Academic Rank	Teaching Experience
1	Doctorate (PhD)	Curriculum studies	Professor	28
2	Doctorate (PhD)	Curriculum studies	Associate Professor	24
3	Doctorate (PhD)	Philosophy of Education	Associate Professor	21
4	Doctorate (PhD)	Curriculum Studies	Professor	30
5	Doctorate (PhD)	Philosophy of Education	Associate Professor	25
6	Doctorate (PhD)	Education Management	Assistant Professor	9
7	Doctorate (PhD)	Curriculum Studies	Associate Professor	18
8	Doctorate (PhD)	Curriculum Studies	Assistant Professor	7
9	Doctorate (PhD)	Curriculum Studies	Professor	29
10	Doctorate (PhD)	Philosophy of Education	Associate Professor	19

For question 2: This research method is descriptive and includes content analysis. Population included all the literature and resources related to the field of Deliberative Inquiry curriculum, and volume contained both the contents and resources related to Deliberative Inquiry curriculum and finally 25 internal and 35 external resources were identified and analyzed. In the method of data collection, initially all those expressions, statements, concepts, components and symbols

accepted by most authors as the most important feature of Deliberative Inquiry curriculum or had a meaning on introducing the term curriculum of Deliberative Inquiry were selected as the unit of analysis using the induction. Then were classified on four components: 1. objectives 2. Content 3. Teaching method 4. Assessment. The frequency of messages was counted according to four categories and on the basis of the contents and literature related to Deliberative Inquiry curriculum. Then the themes and phrases were recorded in accordance with the Deliberative Inquiry curriculum and in the checklist. In the end, while to identify components and components of Deliberative Inquiry curriculum, frequency of each component were accurately counted and that how much each one had been attended to the dimensions and components of Deliberative Inquiry curriculum were determined.

For question 3:

The statistical population for the third question is not so popular, therefore, in the proposed model of the statistical society, to extract data in the field of the basics of the curriculum and the related theories and the elements and components of the curriculum of action, A: The opinion of the experts in the field of curriculum action that was obtained through a semi-structured interview.

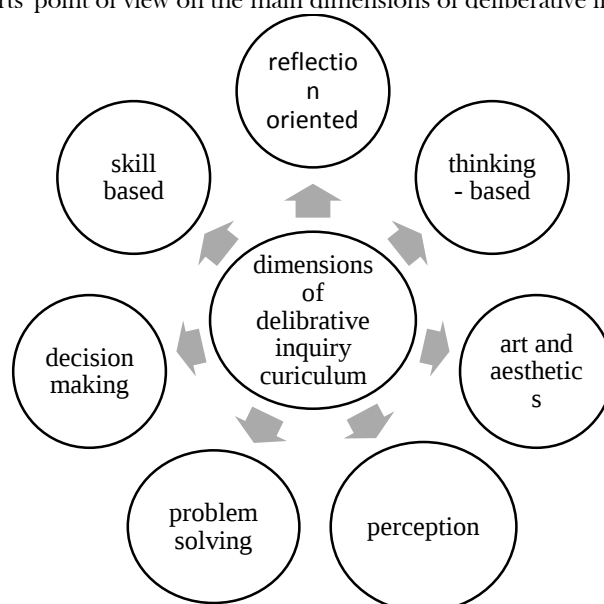
B. The sum of the thoughts of scholars and experts who directly or indirectly in the field of curriculum have expressed that they are in the form of articles, books, documents, journals, dissertations and authoritative scientific sites in the leading countries. The specimen from this collection is based on the action-oriented curriculum, its elements and components (both internal and external) are deliberately chosen.

3. Findings

1. What are dimensions and components of deliberative inquiry curriculum from the experts' point of view in the field of deliberative inquiry curriculum?

Experts and researchers have analyzed and studied deliberative inquiry curriculum from different angles, and have mentioned its dimensions. Precise consideration and reflections on theoretical and research materials about deliberative inquiry curriculum represent the positive role and functions of deliberative inquiry curriculum.

Figure 1. Experts' point of view on the main dimensions of deliberative inquiry curriculum



Experts' views suggest that deliberative inquiry curriculum, with emphasis on epistemology and axiology angles, is considered in seven dimensions of reflection - oriented, fostering thinking, art and aesthetics, perception, problem solving, decision making, skill based, and professional development. Each of the seven dimensions is composed of components. The results, which represent experts' focus of attention to the dimensions of deliberative inquiry curriculum are listed in the following table that is related to the seven dimensions of deliberative inquiry curriculum.

Table 2. Experts' point of view on the components of deliberative inquiry curriculum

The components of deliberative inquiry curriculum	Components	Component's frequency	Percent of frequency	Frequency of Experts' point of view	Percent of frequency
Reflection oriented	Reflection on action, reflection in action, descriptive reflection, comparative reflection, critical reflection, joint reflection, technical reflection, reflective observation, emphasis on practical wisdom	9	16/98	8	80
Thinking based	Fostering critical thinking,, fostering creative thinking, reflective dialog, logical reasoning, well-thinking	5	9/43	7	70
Art and aesthetics	Fostering imagination, fostering creativity, attention to feelings and emotions, aesthetics experiences, coherence and congruence among educational goals, making concrete and tangible, beautification trends, attention to art lesson	8	15/99	9	90
Perception and attitude	Fostering the quality of perception, positive attitude to teaching, individual growth and consciousness (self - concept), self-confidence, development of intuitive skills, world vision development, attention to subcultures and nativism	7	13/20	7	70
Problem solving	Dealing with problems, authority and freedom to problem solving, stimulate the mind of learners, immediate feedback, challenging purposes, polyfocal conspectus (like lenses), the best solution, search and analysis, creating a problematic situation	9	16/98	7	70
Decision making	Decision making in particular situation (situational), commitment to decisions, spiral process of deliberation (revision), attention to institutional and political context, joint resolution (decision), attention to wisdom of the crowds, attention to the elements of decision making	8	15/99	6	70
Skill based and professional development	Attention to internship, seminar holding after internship courses, narrative research, lesson study, action research, practical workshops, experience based	7	13/20	5	50
7 dimensions	53 components	53 components	100	10	100

2. According to the resources and documents related to the Deliberative Inquiry curriculum what are the most common components and dimensions of Deliberative Inquiry curriculum? And how much have been given to these components in resources and relevant documents?

What can be concluded from documents and resources related to Deliberative Inquiry curriculum and research literature of curriculum is thoughtful implies that Deliberative Inquiry curriculum with emphasis on angles of epistemology and axiology on four the main component of

the curriculum (objectives, content, teaching methods and assessment) has been considered. Each one of these components are ones from components that have been identified in this study.

Table 3. Components of Deliberative Inquiry curriculum

Elements of curriculum	Components of Deliberative Inquiry curriculum
Educational Objectives	The emphasis is on practical issues of choice and practice, decision-making in certain situations, education of the of art of perception, education of the of art of problem process, developing the ability to review multi purposes, naturalism, tolerant educational system, emphasizing joint contemplation, practical and school experience, the emphasis on practical reason, emphasis on thinking and contemplation (descriptive contemplation, comparative contemplation, critical), fostering a sense of aesthetic, fostering a critical thinking, educational justice, development of intuitive skills, fostering creative thinking, perception of quality education, the importance of the institutional and political context, challenging targets.
Education content	Choosing optimally, interdisciplinary content, integration of content , providing content incrementally, knowledge and technology integration, the importance of content analysis, knowledge in practice (importance and preference of practical knowledge), real and original content, according to Education of the basic functionality of a person
Teaching method	Optimal choosing, decide on the specific situation, the best solution and no the most right solution, mutual compliance, contemplation monitoring, moral judgment (judgment based on facts and values), quality evaluation, action- oriented, results- oriented, fact- based judgment, unpredictable results, commitment to the decision-making, spirals process of thoughtful action, (Back track and a review on decisions), according to high -level evaluation rather than rote memorization, self- criticism and self-assessment (thought reflection), suitable educational assignments, questions and open questions, having flexibility and judgment power, filed concept (one's personal understanding of reality), cognitive development and individual consciousness (self - concept), real and authentic assignments , narrative research, logical reasoning,
Assessment	Optimal choosing, decide on the specific situation, the best solution and no the most right solution, mutual compliance, contemplation monitoring, moral judgment (judgment based on facts and values), quality evaluation, action- oriented, results- oriented, fact- based judgment, unpredictable results, commitment to the decision-making, spirals process of thoughtful action, (Back track and a review on decisions), according to high -level evaluation rather than rote memorization, self- criticism and self-assessment (thought reflection), suitable educational assignments, questions and open questions, having flexibility and judgment power, filed concept (one's personal understanding of reality), cognitive development and individual consciousness (self - concept), real and authentic assignments , narrative research, logical reasoning,

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Table 4. Comparison of dimensions of Deliberative Inquiry curriculum from view of the prevalence and frequency percentage

Elements of the curriculum	Educational objectives	Educational content	Method of teaching	Assessment	Total
Frequency	120	52	191	102	465
Frequency percentage	26/31	11/40	41/88	22/36	100 percent

Comparative Table (6) shows that among the four elements of Deliberative Inquiry curriculum element teaching methods with 191 frequencies and 41/88 % has been the maximum amount of attention. The second element is educational objectives with a total of 120 frequencies and 26 / 31 percent. The third element is the assessment that a total of 102 frequencies and 22/36 % and the fourth element is educational content that a total of 52 frequencies and 11/40 % is the minimum amount.

In order to assess the validity of the proposed model, an open interview method and a survey from the experts of the field of education were used. The statistical society of all professors in the field of science education was selected by using a targeted sampling method. A sample of 10 people was selected. In order to validate by referring to experts, while describing the process that led to pattern extraction, the independent interviews with each of the experts on the process that took place and the validity of the template were carried out. Interviews were used to collect the interview data. And analyzed and coordinated comments on each element, components of the model were extracted and used to modify the proposed model and the final model of the curriculum based on the action of the faculty members for the elementary education of Farhangian University Presented.

To determine the appropriateness of each of the components of the proposed model for experts, first the number of intervals between responses (1-5) is 4 intervals, divided into three domains and using the obtained number between the scores (1-5) Three suitable, relatively suitable and inappropriate domain were specified as follows:

$$(\text{Domain Existing Criteria}) 1.33 = (\text{Three Domains}) 3 \div (\text{Number of Spaces}) 4$$

In order to determine the proportionality of each component, the average of responses was obtained based on the frequency of data, then, based on the average obtained in one of the following three domains, the degree of appropriateness of experts and coaches was determined.

A: Proper range from 3.6 to 5

B: The fair range of 2.3 to 3.6

C: Inappropriate domain: 1 to 2.3

Table 4- Average Responses of the Curriculum Specialists, by Dimensions and Components of the Curriculum Pattern, Focused on the Elementary Action of Farhangian University

Dimensions of reflective practice- oriented curriculum	The main components of reflective practice-oriented curriculum.		
	Knowledge	Attitude	Skill
Curriculum goals	3/4	3/5	3/7
Curriculum content	3/5	3/7	3/2
teaching method	4/2	3/8	4/3
Evaluation method	3/6	3/7	3/6

Based on the results presented in the table, the opinion of the planning curriculum experts on the goals set in the proposed model is based on the knowledge component (3.7) and attitude component (3.5) and the skill component (3.4) Fairly appropriate. Also, the viewpoints of the experts assessed the subject curriculum about the content of the proposed model based on the knowledge component (3.2), the relatively suitable and the component of attitude (3.7), and the skill component (3.5) was relatively appropriate. In addition, the viewpoints of experts in the field of curriculum planning on the teaching methods identified in the proposed model based on the knowledge component (3/4), the attitude component (3/8) and the skill component (2/4) are appropriately assessed and ultimately The opinion of the experts in the field of curriculum designation on the assessment methods used in the model based on the knowledge component (3.6), relatively suitable, the component of attitude (3.7) and the skill component (6.3) are relatively appropriate. Meanwhile, the knowledge component in terms of the teaching method with the mean (4.3) and knowledge component (3.2) of the content of the curriculum have the highest and lowest levels respectively.

4. Discussion and Conclusion

1. What are dimensions and components of deliberative inquiry curriculum from the experts' point of view in the field of deliberative inquiry curriculum?

The aim of question 1 in this study was to identify and analyze dimensions and components of the Deliberative Inquiry Curriculum according to experts' point of view on the field of Deliberative Inquiry Curriculum. According to the obtained results of experts' view, deliberative inquiry curriculum has dimensions, including reflection oriented, fostering thinking, art and aesthetics, perception, problem solving, decision making, skill base, and professional development, each of these dimensions has components that attracted the attention of the respondents (experts of deliberative inquiry curriculum).

The first dimension, reflection - oriented had 9 main components: reflection on action, reflection in action, descriptive reflection, comparative reflection, critical reflection, joint reflection, technical reflection, reflective observation, emphasis on practical wisdom. According to Schwab, reflective action (deliberative inquiry) is a complex and cumbersome task that death with both objectives and means. During deliberation one should consider both goal and means together, and identify relevant (or necessary) facts for decision - making (Al-e Husseini and Mehr Mohammadi, 2011). As cited in Short (2008), Bonser and Grundy (1988) explained briefly a structured process of deliberative inquiry including joint reflection of practitioner / researcher, which was linked to group reflection.

The second dimension, thinking - oriented had 5 components, including fostering critical thinking, fostering creative thinking, reflective dialog, logical reasoning, well-thinking. In fact, the extracted components of this dimension indicated the importance of fostering critical and creative thinking and the use of logical reasoning in teaching in deliberative inquiry.

The third dimension, art and aesthetics had 8 components including fostering imagination, fostering creativity, attention to feelings and emotions, aesthetics experiences, coherence and congruence among educational goals, making concrete and tangible, beautification trends, attention to art lesson. Based on the interviews with experts in the field of deliberative inquiry curriculum, this dimension focused on the art and aesthetics. This view mention the art of perception, the art of dealing with problems, and artistic thinking. It is also emphasized aesthetic experiences, the importance of art lesson, making tangible and concrete the educational purposes, and considered coherence and congruence among educational goals of the most important component in the deliberative inquiry curriculum. Experts in this study regard fostering imagination and creativity in learners as the other components of deliberative curriculum.

The fourth dimension, perception and attitude, with 7 components including Fostering the quality of perception, positive attitude to teaching, individual growth and consciousness (self - concept), self-confidence, development of intuitive skills, world vision development, attention to subcultures and nativism, had attracted the attention of experts and professors in the field of deliberative inquiry curriculum. Number 9 interviewee said that the art of perception considered as an observer of unpleasant and problematic situation that caused the dissatisfaction. At this stage

and due to adherence to this art, it is recommended to perform multiple studies aimed to describe the status quo and to find out the shortcomings and defects in a particular curriculum.

The fifth dimension, dealing with problems and problem - solving had 9 components, including dealing with problems, authority and freedom to problem solving, stimulate the mind of learners, immediate feedback, challenging purposes, polyfocal conspectus (like lenses), the best solution, search and analysis, creating a problematic situation. Here, the purpose of deliberation was to make decision on what should be done in a particular situation and context to achieve the best solution (Mony Simi and Lang, 2013). The process of deliberation included the basic stages of feeling and understanding problems and difficulties, offering various formulations of unpleasant situation and choosing the best option.

The sixth dimension, decision - making had 8 components including decision making in particular situation (situational), commitment to decisions, spiral process of deliberation (revision), attention to institutional and political context, joint resolution (decision), attention to wisdom of the crowds, attention to the elements of decision making. Decision - making and paying attention to its elements in the curriculum had attracted the attention of many thinkers. The main objective of the research focused on deliberative inquiry was to access justified decisions on the implementation of the curriculum in special situation; and considering the nature of the problem in a particular situation, decision should be made about what subjects and how should be taught this special students (Hansen, 2008).

The seventh dimension, skills and professional development had 7 components including attention to internship, seminar holding after internship courses, narrative research, lesson study, action research, practical workshops, experience based. According to the Islamic Republic of Iran's Fundamental Transformation Document of Education System, among the tasks of teacher training centers and human resources development was planning to develop and organize ontology, ideological, ethical, professional promotion, and integration in social and ontological role of teachers through changes in their cognition, desire, will and action; and repeating those actions to the level of development of the characteristics and their professional identity (the Ministry of Education, 2011, p. 386). This required adopting appropriate mechanisms for developing basic competencies to strengthen the common identity of educators (beliefs, moral, basic knowledge ...) and especial competencies of their professional identity (professional knowledge, knowledge and skills for training). Formulation and implementation of these mechanisms, support and continuous evaluation of all activities could help in growth and development of teachers' capacity to achieve pure life (Khrushi, 2015). Professional development was continuous prediction of opportunities to improve skills, competencies and knowledge. Professional development was often considered as a tool to provide educational opportunities and job training. However, these two components of professional development could provide substantial basis to develop knowledge and skill, their concept and scope did not determine sufficiently all needs of teachers in schools.

2. According to the resources and documents related to the Deliberative Inquiry curriculum what are the most common components and dimensions of Deliberative Inquiry curriculum? And how much have been given to these components in resources and relevant documents?

Findings indicate that Deliberative Inquiry curriculum has elements, the first element of Deliberative Inquiry curriculum is educational objectives. Findings show the element has 18 components and 120 frequencies of elements and factors of Deliberative Inquiry curriculum. Among these, factors contemplation and thinking with 22 frequencies, and educational justice with 2 frequencies have been considerable as the highest and lowest values, respectively. The factor educational objectives and the related components have been considered by the experts such as Harris (1991), Schwab (1978) Mehrmohammadi (2012), Ghaderi and colleagues (2016), Mehrmohammadi (2014), Sean (1987), Mowlart (2005), Monfaredi Raz and colleagues (2015), Mehrmohammadi (2012) Shuon (1992), Pedro (2001), Farrell 1998, Gryment and Erickson (1988), Amani (2015), Dewey (1933), Skilling (2001), Ale Hoseini and Mehrmohammadi (2011), Haghjoui and Javanmard (2010), Kourtagen (2001), Griffiths (2000), Provaiprok (1999), Eisner (2002), Erickson (1998), Musapur (2014), Coombs (1991) . In the explanation of the element can be said that curriculum should emphasize thinking and contemplation (descriptive, comparative and critical contemplation) . The arts questioning and problem solving and conception should be considered. Naturalism, emphasizing the liberal educational system based on group participation and justice, should be the main objectives of the curriculum. Creative thinking, critical thinking, aesthetic and artistic senses, intuitive skills, quality of conception, and practical wisdom should be included in the curriculum as the priority of educational purpose, and also educational purpose should be challenging and based on problem and areas such as political, cultural and social, and develop nativism, in the same way goals should be based on the experience of field and school of teachers and students.

The second element is educational content, findings related to the component show it has allocated 8 components and 52 frequencies of elements of Deliberative Inquiry curriculum. Also component optimal choosing with 15 frequencies and components integrated content, real content and attention of fostering basic capabilities of individual with 4 frequencies have the highest and lowest attention, respectively. Component educational content and its related components have been considered by curriculum areas experts such as Schwab (1978), Mehrmohammadi (2014), Harris (1991), Mehrmohammadi (2012), Ghanbari et al. (2015), Fathabadi (2012), Sheikh Finney (2002), Sabzevari (2013), Shoun (1983), Qi Yun Lin (2008), Freire (1997), Musapur (2014), Reed (1978), Dolad Shoun (1992), Dewey (1929), Souchef (1997), Henderson (2001) . About this component of Deliberative Inquiry curriculum and its related components can be said that educational content should not be one - dimensional but also is inter - filed and has been selected from various areas and in the way optimal choosing, and it should use real and integrated content. Educational content should consider fostering basic capabilities of individual and be informative. It also should integrate with new technologies and step by step and gradually education should be considered.

The third element is teaching methods, findings related to the component show it has allocated 24 components and 191 frequencies of elements of Deliberative Inquiry curriculum. Also component students participation in classroom and engaged it in teaching with 18 frequencies and components thinking goodly and positive attitude to teaching with 2 frequencies have the highest and lowest attention, respectively. Component teaching methods and its related components have been considered by curriculum areas experts such as Shouts (2008), Eisner (2002), Schwab (1978) Mehrmohammadi (2014), Harris (1991), Mehrmohammadi (2012), Ghanbari et al. (2015), Fathabadi (2012), Sheikh Finney (2002), Sabzevari (2013), Shoun (1983), Qi Yun Lin (2008), Freire (1997), Musapur (2014), Reed (1978), Donald Shoun (1992), Dewey (1929), Vickers (1965), Souchef (1997), Henderson (2001), Pedro (2001), Hegarti (1971), Fowler (1987), Musapour (2014) Khoroushi (2015), Griffin (2000), Valli (1997), Ale Hoseini and colleagues (2011), Bid and others (2005), quoting from Amani in 2015, Davidkar (1995), Eisner (1979), Eisner (1994), Zahourik (1987), Gaje (1995), Zaykhner (2001), Farrell (1988), Pedro (2001), Lee Shulman (1986), Skilling (2001), Ebrahimi (2012), Chaichi and others (2006), Dewey (1933), Dewey (1922), Russell and Kyle (1987). Based on the result of analysis of component teaching method can be said that creation of problem and questioning situations in teaching, attention to students individual differences and identification of them, enough time for teaching, interest to teach, creating a workshop classes in the form of internships, pushing traditional and conventional approaches and using new and active methods, engaging students in teaching, use of creativity, art and questioning methods in teaching are the most important components of the Deliberative Inquiry curriculum which must be included in the curriculum and teachers try to use these components in their teaching.

The fourth element is assessment, findings related to the component show it has allocated 16 components and 102 frequencies of elements of Deliberative Inquiry curriculum. Also component assessment and its related components have been considered by curriculum areas experts such as Eisner (2002), Schwab (1978) Fox (1985), Mehrmohammadi (2014), Harris (1991), Mehrmohammadi (2012), Ghanbari et al. (2015), Fathabadi (2012), Sheikh Finney (2002), Sabzevari (2013), Shoun (1983), Musapur (2014), Reed (1978), Donald Shoun (1992), Dewey (1929), Musapur (2014) Khoroushi (2015), Valli (1997), Ale Hosseini and colleagues (2011), Bid and others (2005), quoting from Amani in 2015, Chaichi and others (2006), Dewey (1933), Dewey (1922), Russell and Kyle (1987), Erickson (1998), Garymint and others (1992), Mowlart and others (2005) and Lucas (1996). According to the attention of experts to the components of the component assessment can be said, in Deliberative Inquiry curriculum, assessment is an all-round, based on a qualitative assessment, action-oriented and results-oriented process. Also Self-concept and filed- concept, attention to open questions, proper training assignments and moral judgment are other important components in assessment of the Deliberative Inquiry curriculum, it is recommended that these components be considered in the educational process.

3. What is the optimal model of the action-based curriculum for primary school education and how valid?

According to the results and based on the table, the competencies required by graduates of elementary education at Farhangian University have been drawn from three indicators and a component of knowledge, attitude and skill.

The component of knowledge is presented in two parts of general knowledge and specialized knowledge that general knowledge with 5 sub-components including familiarity with the Quran, history, education and Islamic ethics, familiarity with the Islamic Revolution, views and assurances of the founder of the Islamic Republic of Iran, familiarity with history and literature Iran, familiar with English and general mathematics, and specialized knowledge with 12 components including familiarity with the educational role of society (social, cultural, etc.) And family and school-recognition of the role of the teacher as facilitator in the process of learning, the recognition of the basic skills of the thinking process, familiarity with the views, principles and resources of learning in the elementary period, familiarity with the principles of educational design in order to create flexibility in the implementation of programs A lesson In accordance with the learner's conditions familiar with the educational planning and the curriculum process, understanding the characteristics of the growth of students in the elementary period in order to facilitate their comprehensive development, familiarity with how to acquire knowledge, the methods of study and research, the recognition of the principles and philosophy of education and Primary school education in order to use it in student learning, familiarity with different teaching methods and evaluation of students' performance in different learning areas, familiarity with all primary school textbooks for their teaching, familiarity with organization and Management is provided in education.

The component of attitude in the required competency table of undergraduate graduates of primary education of Farhangian University has been presented, including two sections of general attitudes and ethics and educational attitudes. In the section of general and ethical attitudes, five sub-components, including self-confidence and tolerance And perseverance, altruism, responsibility and conscientiousness, courage and confidence in social relations and participation, being and goodness, seeking for success, and in educational attitudes 4 sub-components including: interest and inclination towards employment and activity In the field of elementary education, the tendency and interest of students to rejoice and that all students They can learn to respect the diversity and cultural differences of students, prepare for knowledge and update information through formal courses and informal studies throughout the future job life.

The skill component (competency) is presented in the required competency table of undergraduate graduates of Farhangian University in three sections: general skills, mental and perceptual skills and educational skills, among which the general skills in 7 sub-components Includes: the ability to learn lifelong, decision-making skills, verbal skills, ICDL core skills, ability to express power, and communication skills (listening and speaking) - skills of taking and giving feedback), ability of initiative and creativity, ability Guidance and supervision and teamwork. The subjective and cognitive skills section with 6 sub-components includes: problem-solving ability, critical thinking and analysis, ability to understand the subject, Memory, intellectual concentration,

information and reasoning processing, spatial comprehension and mathematical concepts, and the power to perceive aesthetics and aesthetics, and the educational skills section with 9 sub-components, including: enhancement of the level of professional skills commensurate with the objectives of the elementary education curriculum promotion Skills in establishing effective relationships with students and school and community parents in order to improve learning conditions, gaining skills to play their professional role as facilitators of learning, gaining skills in designing measurement tools, Obtaining the ability to design educational content in the field of subject with an emphasis on activity-oriented, professional acquisition through the development of research and participatory activities-the ability to develop individual and collective values and skills of students, gaining the ability to apply thinking skills in the learning process - Learning, gaining skills in evaluating their performance in the learning-learning process, the ability to use evaluation methods to determine the level of performance, students in different courses - gaining skills in integrating the concepts and skills of different courses, gaining the skills in content analysis And selecting and reorganizing it for enriching curriculum Designed, compiled and presented.

Finally, what follows from the review of Schwab's basic ideas and the views of the scholars of the curriculum, the uniqueness of Schwab's ideas in his work must be in his major aspirations and concerns, namely, free education, situational learning and native education, and Local, learning talent, pragmatism, self-assessment and aesthetic sensation. According to this view, some useful suggestions can be made: If in an educational system, for the design and implementation of curricula, a place for creativity, reflection and reflection of teachers, or the educational system of their teachers to demand such a request and to plan for it and go ahead, their teachers more They are subject to reflection and thus increase the richness of their practical knowledge. All schools in the educational system do not have the same characteristics as a single model for producing curricula. The optimal decision making model for the curriculum should have the ability to provide different forms for assigning a curriculum to each position based on the capacities that it chooses.

The curriculum will focus on expanding learners' perceptions and helping them to change their attitudes toward positivity in light of the importance of self-concept. Curricula should emphasize self-assessment by evaluators in evaluations. Curricula should pay attention to art as a program and pay special attention to learners in order to create aesthetic perception and expand their perceptions, as well as to develop creativity, imagination and judgment.

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