Integration office (Information and Communication Technology) with Elements of Undergraduate Program Curriculum in Educational Sciences of Farhangian University in Tehran

Reza FAZLALIZADEH[1,*], Ezatolah NADERI[1], Maryam SEIF NARAGHI[1]

[1] *Department of Educational science, Science and Research branch, Islamic Azad University, Tehran, Iran*

Abstract. The aim of this study is to investigate the integration of ICT(information and communication technology) with Elements of Undergraduate Program Curriculum in Educational sciences of Farhangian University in Tehran from the perspective of students, teachers and related professors to optimize the mentioned curriculum. This is an evaluationstudyandthe researcher has utilized "field research" during the conduction of the study. In this research the studied population includes: 921 undergraduatestudents in Educational Sciences of Farhangian University in Tehran province in the academic year2014-15 studying in four campuses of Farhangian University in Tehran province, B)Professors of Educational Sciences, including 92 people that are teaching and studying indifferent majors of Educational sciences in the campus of Farhangian University in Tehran province. Accordingly, among 921 people a sample of 120 students and among 92 educational sciences experts 45 subjects were selected and random cluster sampling method was used. To determine the sample size in this study Morgan's table was used. Data collection tools included a researcher made questionnaire which consists of 50 questions office point Likert scale. Before the final implementation of the questionnaire, to ensure the applicability of the questionnaire "pilot implementation" was done. For this aim the questionnaire was first conducted in a group of 30 people. Face and content validity of the questionnaire was confirmed with the opinion of the professors and experts in this field and its reliability was calculated 96.5%, using Cranach's alpha, indicating Good credit of the research tool. To analyze and interpret the data for this study, descriptive statistics (frequency, percentage, mean, etc.) and in the area of inferential statistics, chi-square test was used to study and analyze the data. Results show the same distribution of opinions of students and professors to use and integrate ICT in order to explain 9 elements of curriculum in Undergraduate Program Curriculum in Educational Sciences of Farhangian University in Tehran province which is average and higher than the average. At the end a model of the integration of information and communication technology (ICT)to optimize the elements of the curriculum at Undergraduate Program Curriculum in Educational Sciences of Farhangian University in proposed which considers different levels of integration in the curriculum, including within field, interdisciplinary, integrated and interdependent. The results of this research are a strategy for the development and integration office curriculum elements with Farhangian university curriculum and national curriculum document.

Keywords: Information and Communication Technology (ICT), Curriculum, Suitable Model of Curriculum Development, Farhangian University

1. INTRODUCTION

The rapid growth of information technology compared to other revolutions of the last two millennia has had a profound impact on the present communities. The increasing growth of science and the rapid development of technology make it necessary more and more for those involved in educational authorities to get aware of its new technologies and capabilities. On the other hand the rapid growth of technology has not been coordinated with social awareness and readiness in communities and schools. The gap between existing knowledge and technology and its social consequences has caused drastic changes at the community level (Attar an and Ayati2007, 105).

Changes in the educational system is only possible when all of the building blocks of activities, are systematic, research-oriented, is reviewed and evolved. In this regard, the role of human resources is very important and the teacher is considered as one of the most important growth factors involved in the quality development and teacher education content. On the other hand the relevance of educational system of teacher education with the age of information and communications to meet the diverse and complex needs could have a major role, and since the

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elements of the curriculum is inseparable from the educational system and the curriculum therefore despite the expansion of information and rapid change in organizational structure, procedures, information, tools and expectations, these elements should be changed in accordance with the present age, to be able to meet the needs of the community (Shebang 2008, 94).

This research is in order to study the use and application of ICT (information and communication technology) in order to explain the curriculum elements of Undergraduate Program Curriculum in Educational Sciences of Farhangian University in Tehran province. Therefore, in this study the integration of main variables and components of information and communication technologies, which includes computer, database, email, web, multimedia capabilities, simulation and processors and… with nine elements of the curriculum in accordance with Klein's model that included the objectives, content, learning activities, grouping of learners, learning material and resources, time, space, teaching strategies and its assessment practices from the perspective of students, teachers and related professors to provide practical model to optimize the curriculum of undergraduate program of Farhangian University.

This study aims to provide a model for the applicability and integration of ICT in the curriculum of undergraduate program in Educational Sciences of Farhangian University in Tehran province in academic year 2014-15. To achieve this goal the following steps should be taken:

First step: to achieve a theoretical framework model, the theoretical foundations of curriculum of ICT-based are studied and its implications in education as well as teacher training helped the researcher in forming the basic framework of the proposed suitable model.

Second step: conduction of a comparative study: In this study, 5 countries which are in different positions in the ranking of countries in terms of ICT development are elected and their status is studied in terms of the entrance of ICT in education and teacher training curriculum elements.

Third Step: by analyzing the obtained data from the previous stages and the integration of ICT with the curriculum elements of Farhangian University the researcher measured to offer an optimized model of ICT-based curriculum in Teacher Training of Iran, and to do so, the researcher took advantage of the information from obtained from studying the research literature including studies done in Iran and abroad and raised pattern on the implementation of ICT in teacher training curriculum. Using the findings of comparative studies and the status of teacher training in Iran, providing practical model in order to optimize the curriculum of undergraduate program in Educational Sciences of Farhangian University.

The fourth step: by visiting the students and the related professors, the researcher began to evaluate and validate the proposed model.

1.1.   Purposes of the Research:

The overall objectives: This research is in order to fulfill the following objectives: 1- studying the integration of ICT(information and communication technology) with Elements of Undergraduate Program Curriculum in Educational Sciences of Farhangian University in Tehran province from the perspective of students, teachers and related professors.

2-providing a practical model to optimize the Undergraduate Program Curriculum in Educational Sciences of Farhangian University

1.2. Research Questions:

1-Is the distribution of opinion of students and professors different in using ICT to explain the goals of the Undergraduate Program Curriculum in Educational Sciences of Farhangian University in Tehran province?

2 -Is the distribution of opinion of students and professors different in using ICT to explain the contenting the Undergraduate Program Curriculum in Educational Sciences of Farhangian University in Tehran province?

3 - Is the distribution of opinion of students and professors different in using ICT to explain the learning activities in the Undergraduate Program Curriculum in Educational Sciences of Farhangian University in Tehran province?

4 - Is the distribution of opinion of students and professors different in using ICT to explain the learning material and resources in the Undergraduate Program Curriculum in Educational Sciences of Farhangian University in Tehran province?

5- Is the distribution of opinion of students and professors different in using ICT to explain the grouping of the learners in the Undergraduate Program Curriculum in Educational Sciences of Farhangian University in Tehran province?

1.3. Importance and Necessity of This Research:

ICT integration in the curriculum makes the students to use ICT-based activities in order to improve scientific research or as a virtual substitute such as virtual simulation laboratories. This procedure leads to economic savings in space and laboratory facilities and reveals the need to the use of ICT. (Tale 2012, 10). It is clear that the difference between various communities in terms of technical knowledge, infrastructure, trends and culture in the face of new information and communication technologies demands the use of different and appropriate techniques for the integration of this technology in the educational system of each country and access to appropriate procedures itself requires scientific research, in other words wise dealing with this phenomenon.

Optimal use of the features and capabilities of this integrated environment to increase access and improvement of the quality of learning needs a regular pattern and valid curriculum development. Provision of such a model can guide curriculum designers and managers of Farhangian University in developing and providing a curriculum integrated with Intend improvement of the quality of learning with the elements of undergraduate program of Farhangian University. The study attempts to provide a model to design and development office integration (Information and Communication Technology) with the elements of undergraduate program of Farhangian University and then evaluate it through related teachers and professors.

1.4. Literature Review

The emergence of new technologies has brought amazing changes in products and activities in people's lives and works and has changed different aspects of human life. Emergence of developments in computer and communications have led the life of humans full of new technologies that is remembered as the information and communications technologies, and has had the greatest impact on human life.

Undoubtedly ICT has been followed with broad changes in all areas of social and economic fields of humanity and its impact on human society is in such a way that, according to Marshall McLuhan, the world is rapidly becoming a global village and the rise of a new era in human life

(Ghourchian 2003, 45). Among the areas that are changed by ICT with the aim of fundamental changes, is the area of teacher training (Piskruinch and Saunders 3, 2006, 98). Teacher education must change its traditional structure and use new methods and knowledge transfer practices, prepare learners to keep pace with this era and the surrounding changing environment. At the present time the public perception of Education is from the past and not on the fact that how it should be today. ICT with its innovation and impacts, provides the core of this transformation for teacher training and program planners.

2. RESEARCH METHOD

The present research is a Field Research (Nader, Serif Marathi 2014, 45), because the researchers has sought to comprehensively and deeply identify and understand the integration of ICT (information and communication technology),) with the elements of undergraduate program of Farhangian University and then evaluate it through related teachers and professors.

2.1. Statistical Population of the research:

A) 921undergraduatestudents in Educational Sciences of Farhangian University in Tehran provincein the academic year2014-15 studyinginfourcampuses of Farhangian University in Tehran province.

B)Professors of Educational Sciences, including 92 people that are teaching and studying indifferentmajorsof Educational sciencesin the campusof Farhangian University in Tehran province.

2.2. Sample Size and Sampling Method:

In order for the careful selection, four campuses in four different areas have been selected (North - South - East and West of Tehran). Morgan's formula and cluster random sampling method was used for determining the sample size (Naderi and Seifi Marathi 2014, 115). On this grounds among the 921 people sample of 120 students and among 92 professors of Education Sciences 45 subjects were selected.

2.3. Methods of Data Collection:

A) To set the foundations and theoretical framework, thestudies have been done in library form.

B) In this study, to collect data from first of all field method and note taking is used. The second category of data is are searcher made questionnaire which is provided using components of the ICT integration model (information and communication technology), with the curriculum elements of Farhangian University for both students and professors developed and its face and content validity is calculated using the opinions of professors and experts in this field and its reliability was calculated by Cranach's alpha. (Serif 2011, 389).

2.4. Method of data analysis:

In this study, to answer questions and findings in the area of descriptive statistics (mean, frequency, graph, and standard deviation) and inferential statistics in the field of statistical techniques appropriate to the management of tests and statistical methods used in suit the (Delaware 1392, 483) and using editinsoftware spas data analysis is 21.

2.5. Instrument for Measuring Data:

Education sciences and human researchers used the questionnaire to access the truth about the past, presenter prediction of the future circumstances or events. The questionnaire allows researchers to study larger sample (Nader, Serif Marathi 2014, 130). In this study, a researcher made questionnaire is used to identify the opinion distribution of students and Educational Science professors of Farhangian University on the integration of ICT with curriculum elements of undergraduate program of Education in Farhangian university of Tehran province with Liker scale. The questionnaire has been prepared using components of design pattern using ICT (Information and Communication Technology) integration design pattern with curriculum elements of Farhangian University and comparative studies of selected countries.

The questionnaire was composed of nine sections with 50 items. The first section examines the demographic characteristics of the subjects, the second part the integration of ICT with curriculum elements of undergraduate program of Education in Farhangian university in relation to the Klein model including the purpose, content, learning activities, materials and learning resources, grouping of learners, time, space, teaching strategies, assessment, has been questioned. In the options section of the second questionnaire the coefficient of 1-5 represents "very high (5), high (4), average (3), low (2), very low (1)". The percentage of respondents for each option multiplied by the above coefficients and the average of was found. In order for the final judgment on each question, five domain is intended as follows: grades (5 to 5.4) limit ((strongly agree or very much)), limit (3.5 to 4.49) limit ((Agree or high)), (2.5 to 3.49) limit ((I'm not sure or average)), (1.5 to 2.49) limit ((disagree or low) and 1 to 1.49) The limit ((strongly disagree or too little)).

3. HYPOTHESESOF THE RESEARCH

The First hypothesis: the distribution of opinion of students and professors is different in using ICT to explain the goals of the Undergraduate Program Curriculum in Educational Sciences of Farhangian University in Tehran province

Table .1. The frequency and percentage of the opinion of students and professors for the first hypothesis.

Indexes / Groups	Very Low		Low		Average		High		Very High		Total
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Students	2	1/66	8	6/65	23	19/16	46	38/33	41	34/2	120
Professors	0	0	3	5/78	10	22/22	17	38	15	34	45

$x^2 = 4.59$

Degree of freedom=4

The risk of error=0.05

As the above table shows the data in the column of students the highest percent (38.33 %) is related to the high option and the lowest percentage (1.66%) is related to the very low option, meaning that most of the students believe that the use of ICT to explain the objectives of the curriculum of the undergraduate program in Educational sciences of Farhangian University in

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Tehran provinces much required. This is true in the case of professors so that the highest percentage (38) percent is related to the high option and the lowest (0) percent to very low.

The research results shows that calculated x^2 (4.59) with4degrees of freedoms smaller thanx^2(9.49) in the table at0.05 risk of error, therefore the null hypothesis i.e. lack of difference in opinion distribution of both groups is confirmed and the research hypothesizes rejected. So on the other words regarding the content of the table we can conclude that in general the opinion of 93 percent of the students and professors of Farhangian University in Tehran in terms of using ICT to explain the goals of the Undergraduate Program Curriculum in Educational Sciences is focused on average or higher than average, therefore with95% confidence we can say that there is no significant difference between the distributions of views of the both groups in terms of using ICT to explain the goals of the Undergraduate Program Curriculum in Educational Sciences.

The Second hypothesis: the distribution of opinion of students and professors is different in using ICT to explain the content of the Undergraduate Program Curriculum in Educational Sciences of Farhangian University in Tehran province.

Table 2. The frequency and percentage of the opinion of students and professors for the second hypothesis.

Indexes / Groups	Very Low		Low		Average		High		Very High		Total
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Students	1	0/83	8	6/66	22	18/2	42	35/3	47	39/16	120
Experts	0	0	3	6/66	10	20/68	18	40	14	32/66	45

$x^2 = 5.58$

Degree of freedom=4

The risk of error=0.05

As the above table shows the data in the column of students the highest percent (39.16 %) is related to the very high option and the lowest percentage (0.83%) is related to the very low option, meaning that most of the students believe that the use of ICT to explain the content of the curriculum of the undergraduate program in Educational sciences of Farhangian University in Tehran province is very much required. This is true in the case of professors so that the highest percentage (40) percent is related to the high option and the lowest (0) percent to very low.

The research results shows that calculatedx^2 (5.58) with4degrees of freedomis smaller thanx^2 (9.49) in the table at0.05 risk of error, therefore the null hypothesis i.e. lack of difference in opinion distribution of both groups is confirmed and the research hypothesizes rejected. So on the other words regarding the content of the table we can conclude that in general the opinion of 93 percent of the students and professors of Farhangian University in Tehran in terms of using ICT to explain the content of the Undergraduate Program Curriculum in Educational Sciences is focused on average or higher than average, therefore with95% confidence we can say that there is no significant difference between the distributions of views of the both groups in terms of

using ICT to explain the content of the Undergraduate Program Curriculum in Educational Sciences.

The Third hypothesis: the distribution of opinion of students and professors is different in using ICT to explain the learning activities of the Undergraduate Program Curriculum in Educational Sciences of Farhangian University in Tehran province.

Table 3. The frequency and percentage of the opinion of students and professors for the third hypothesis.

Indexes / Groups	Very Low		Low		Average		High		Very High		Total
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Students	2	1/66	4	3/33	20	16/69	47	39/16	47	39/16	120
Experts	0	0	3	6/66	8	17/8	21	46/66	13	28/88	45

$x^2 = 4.81$

Degree of freedom=4

The risk of error=0.05

As the above table shows the data in the column of students the highest percent (39.16 %) is related to the very high option and the lowest percentage (1.66%) is related to the very low option, meaning that most of the students believe that the use of ICT to explain the learning activities of the curriculum of the undergraduate program in Educational sciences of Farhangian University in Tehran province is very much required. This is true in the case of professors so that the highest percentage (46.66) percent is related to the high option and the lowest (0) percent to very low.

The research results shows that calculated x^2 (4.81) with4degrees of freedomis smaller than x^2 (9.49) in the table at0.05 risk of error, therefore the null hypothesis i.e. lack of difference in opinion distribution of both groups is confirmed and the research hypothesizes rejected. So on the other words regarding the content of the table we can conclude that in general the opinion of 94 percent of the students and professors of Farhangian University in Tehran in terms of using ICT to explain the learning activities of the Undergraduate Program Curriculum in Educational Sciences is focused on average or higher than average, therefore with95% confidence we can say that there is no significant difference between the distributions of views of the both groups in terms of using ICT to explain the learning activities of the Undergraduate Program Curriculum in Educational Sciences.

The Fourth hypothesis: the distribution of opinion of students and professors is different in using ICT to explain the learning materials and resources of the Undergraduate Program Curriculum in Educational Sciences of Farhangian University in Tehran province.

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Table 4. The frequency and percentage of the opinion of students and professors for the fourth hypothesis.

Indexes / Groups	Very Low		Low		Average		High		Very High		Total
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Students	0	0	3	2/5	14	11/67	36	30	67	55/83	120
Experts	0	0	2	5/54	2	5/54	21	46/66	20	42/26	45

$x^2 = 9.48$

Degree of freedom=4

The risk of error=0.05

As the above table shows the data in the column of students the highest percent (55.83 %) is related to the very high option and the lowest percentage (0%) is related to the very low option, meaning that most of the students believe that the use of ICT to explain the learning materials and resources of the curriculum of the undergraduate program in Educational sciences of Farhangian University in Tehran province is very much required. This is true in the case of professors so that the highest percentage (46.66) percent is related to the high option and the lowest (0) percent to very low.

The research results shows that calculatedx^2 (9.48) with4degrees of freedoms smaller thanx^2 (9.49) in the table at0.05 risk of error, therefore the null hypothesis i.e. lack of difference in opinion distribution of both groups is confirmed and the research hypothesizes rejected. So on the other words regarding the content of the table we can conclude that in general the opinion of 96 percent of the students and professors of Farhangian University in Tehran in terms of using ICT to explain the learning materials and resources of the Undergraduate Program Curriculum in Educational Sciences is focused on average or higher than average, therefore with95% confidence we can say that there is no significant difference between the distributions of views of the both groups in terms of using ICT to explain the learning materials and resources of the Undergraduate Program Curriculum in Educational Sciences.

The Fifth hypothesis: the distribution of opinion of students and professors is different in using ICT to explain the grouping of learners of the Undergraduate Program Curriculum in Educational Sciences of Farhangian University in Tehran province.

Table 5. The frequency and percentage of the opinion of students and professors for the fifth hypothesis.

Indexes / Groups	Very Low		Low		Average		High		Very High		Total
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Students	1	0/83	4	3/33	21	18/33	49	40/83	45	36/68	120
Experts	0	0	2	4/45	9	20	19	42/22	15	33/33	45

$x^2 = 3.52$

Degree of freedom=4

The risk of error=0.05

As the above table shows the data in the column of students the highest percent (40.83 %) is related to the very high option and the lowest percentage (0.83%) is related to the very low option, meaning that most of the students believe that the use of ICT to explain the grouping of learners of the curriculum of the undergraduate program in Educational sciences of Farhangian University in Tehran province is very much required. This is true in the case of professors so that the highest percentage (42.22) percent is related to the high option and the lowest (0) percent to very low.

The research results shows that calculatedx^2 (3.52) with4degrees of freedoms smaller thanx^2 (9.49) in the table at0.05 risk of error, therefore the null hypothesis i.e. lack of difference in opinion distribution of both groups is confirmed and the research hypothesizes rejected. So on the other words regarding the content of the table we can conclude that in general the opinion of 95.5 percent of the students and professors of Farhangian University in Tehran in terms of using ICT to explain the grouping of learners of the Undergraduate Program Curriculum in Educational Sciences is focused on average or higher than average, therefore with95% confidence we can say that there is no significant difference between the distributions of views of the both groups in terms of using ICT to explain the grouping of learners of the Undergraduate Program Curriculum in Educational Sciences.

4. DISCUSSION AND CONCLUSION

The First hypothesis: the distribution of opinion of students and professors is different in using ICT to explain the goals of the Undergraduate Program Curriculum in Educational Sciences of Farhangian University in Tehran province. Therefore in general the opinion of 93 percent of the students and professors of Farhangian University in terms of explaining the goals of curriculum of undergraduate program of Educational Sciences of Farhangian University is focused on average or higher than average. Therefore the null hypothesis i.e. lack of difference in opinion distribution of both groups is confirmed and the research hypothesizes rejected. The results of this research in regard with the first hypothesis is consistent with the research results of Ayati (2007), Seraji et al, (2007), Emma Jome, and MollayiNezhad (2007), Soleymanpoor et al (2011), Jafari sani et al (2013), Zama, et al (2013), Baptist , Mcpherson (2004)

The Second hypothesis: the distribution of opinion of students and professors is different in using ICT to explain the content of the Undergraduate Program Curriculum in Educational Sciences of Farhangian University in Tehran province. Therefore in general the opinion of 93 percent of the students and professors of Farhangian University in terms of explaining the content of curriculum of undergraduate program of Educational Sciences of Farhangian University is focused on average or higher than average. Therefore the null hypothesis i.e. lack of difference in opinion distribution of both groups is confirmed and the research hypothesizes rejected. The results of this research in regard with the second hypothesis is consistent with the research results of Javaher forushzadeh (2002), Larkian (2004), Ayati et al (2007), Seraji et al, (2007), Emam Jome, and Mollayi Nezhad (2007), Karami and Attaran (2002), Jafari sani et al (2013), Klements (2000), Orhun (2004), Baptista , Mcpherson (2004)

The Third hypothesis: the distribution of opinion of students and professors is different in using ICT to explain the learning activities of the Undergraduate Program Curriculum in Educational Sciences of Farhangian University in Tehran province. Therefore in general the opinion of 94 percent of the students and professors of Farhangian Univeristy in terms of explaining the content of curriculum of undergraduate program of Educational Sciences of Farhangian University is focused on average or higher than average. Therefore the null hypothesis i.e. lack

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of difference in opinion distribution of both groups is confirmed and the research hypothesizes rejected. The results of this research in regard with the third hypothesis is consistent with the research results of Larkian (2004), Ayati et al (2007), Seraji et al, (2007), Karami and Attaran (2002), Jafari sani et al (2013), Zamani et al, (2013), Klements (2000), Gilian M Aday (2001), Orhun (2004), Minotl Bent(2009)

The Fourth hypothesis: the distribution of opinion of students and professors is different in using ICT to explain the learning materials and resources of the Undergraduate Program Curriculum in Educational Sciences of Farhangian University in Tehran province. Therefore in general the opinion of 96 percent of the students and professors of Farhangian University in terms of explaining the learning materials and resources of curriculum of undergraduate program of Educational Sciences of Farhangian University is focused on average or higher than average. Therefore the null hypothesis i.e. lack of difference in opinion distribution of both groups is confirmed and the research hypothesizes rejected. The results of this research in regard with the third hypothesis is consistent with the research results of Zakariayi (2002), Emma Jome and Molayinezhad (2003), Ayati (2007), Seraji et al, (2007), Jafari sani et al (2013), Zamani et al, (2013), (2000), Dorothy Williams (2003), Schiller, (2002).Orhun (2004), Purnell (2005).

The Fifth hypothesis: the distribution of opinion of students and professors is different in using ICT to explain the grouping of the learners of the Undergraduate Program Curriculum in Educational Sciences of Farhangian University in Tehran province. Therefore in general the opinion of 95.5 percent of the students and professors of Farhangian Univeristy in terms of explaining the grouping of the learners of curriculum of undergraduate program of Educational Sciences of Farhangian University is focused on average or higher than average. Therefore the null hypothesis i.e. lack of difference in opinion distribution of both groups is confirmed and the research hypothesisis rejected. The results of this research in regard with the third hypothesis is consistent with the research results of Ayati (2007), Ayati et al (2007), Seraji et al, (2007), Jafari sani et al (2013),Klements (2000) Zamani et al, (2013), (2000), Gilian M. Aday (2001), Baptista , Mcpherson (2004) Institute of Educational Technology and Communication of England (2010).

5. EXPERIENCE-BASED SUGGESTIONS OF THE RESEARCHERS DURING THE PRESENT STUDY

Since this study has evaluated the integration of ICT with the curriculum of undergraduate program in Educational Sciences in Farhangian University in Tehran province the next researchers are recommended to:

1. Examine the of ICT-based curriculum elements at all levels of education in Farhangian University and higher education system at the University of Iran.

2. Conduct the pilot implementation of the proposed model of developing the teacher education curriculum based on integrating Information and Communication Technology in Farhangian University and higher education system.

3. Evaluate and implement the practical use of ICT integration with elements of the curriculum at Farhangian universities of the whole provinces.

4. Professors, students, and the related officials get aware of the results of research and ways of its implementation.

5. The curriculum planners are recommended to have a special attention to the role of Farhangian University and the widespread use of information and communication technology (ICT) in curriculum elements of different programs in the National Curriculum and the foundational revolution document.

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