

Educational Interpretation as a Discipline: Seeking Inclusive and Comprehensive Typology of Educational Interpretation

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ABSTRACT

After the emergence of "educational interpretation" in recent decades in the field of theology and education, numerous works have been written about the related types and classification. None of those works, however, have exclusively dealt in detail with the study of typology and types of educational interpretation. This article aimed at studying different types of educational interpretation and presenting inclusive and comprehensive conceptual classification of educational interpretation as a scientific discipline. Achieving this goal has been pursued in two main stages. Firstly, the existing views about the types of educational interpretation have been recognized, described, and reviewed. In the second stage, after the presentation of the new classification, we have presented, by integrating new categories and revising the existing ones, a comprehensive and inclusive typology of educational interpretation based on multiple criteria. Finally, based on three fundamental characteristics of each discipline – the goal, the issues, and the method – educational interpretation is presented as a scientific discipline and, based on these three criteria, a new and distinct comprehensive and inclusive typology of educational interpretation has been provided. This research can be used for professors, students, researchers and theorists working in the field of education and Islamic studies and may be useful in showing new horizons and new impressions of educational interpretation by provide a new direction in research and educational areas.

KEY WORDS: educational interpretation, typology, classification, theorization, religious knowledge, discipline.

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Identification and Prioritization Messages Related to Sexual Restraint of Female High School Students to Developing Appropriate Content

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ABSTRACT

This research has been conducted to identify the messages related to high school students' sexual restraint in order to develop a suitable content. This research method is survey-descriptive. Statistical population of this survey included all high school female students who have been attending in the summer class in 1393-94. 136 students were selected by the cluster sampling method and anticipated in the experiment. The students filled the questionnaires.

The method of this survey was identification of effective messages on sexual restraint of high school students using the researcher-compiled questionnaire. Statistics in two levels, the description level and inferential level were used to analyze the data. In order to analyze the obtained data, SPSS 16 software was used. The survey showed that the messages extracted from the sources for sexual education got the grade of "relatively favorable" and "favorable". The girls considered the options of "physically effective", "spiritually encouraging", "mentally effective", "socially encouraging", "paradise", "spiritually effective", and "physically encouraging" as the "favorable" options and the most effective factors on their restraining. Therefore, it is recommended that secondary education planners consider the achievements of the present study in developing content for sexual education in secondary school.

Keywords: sexual education, messages, sexual restraint, content, high school

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Psychological Approaches to Various Types of Attention in Children's Religious and Spiritual Education

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ABSTRACT

Teaching spiritual concepts requires some characteristics in the trainee, including psychological features. Attention is one of the important cognitive abilities without which no spiritual education and learning would happen. Accordingly, the present article seeks to investigate the role and status of the process of 'attention' in children in the extent to which they accept spiritual education.

In this descriptive-documentary study, we have used the approach of spiritual education based on various types of education. The study showed that according to evolutionary model, attention is classified as follows: visual, auditory, transitional, stable, flexible, focused, selective and divided, and one cannot use just one method in spiritual education of children. Besides, children's sex and age have special role in this regard, and include important points for spiritual educators. Spiritual education has various aspects whose realization is not possible without considering the evolution of various types of attention, and it requires more study and research.

KEY WORDS: attention, children, preschool, elementary school, spiritual education

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The Skills of Reasoning in the Holy Qur'an and its Implications for the Correction or Completion of the "Philosophy for Children" Program

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ABSTRACT

The purpose of this research is to infer the skills of reasoning from the Holy Qur'an and to make suggestions for correcting or completing the current "philosophy for children" program.

The research method is the semantic study of the term 'reason' using the syntagmatic and paradigmatic relations and the extraction of reasoning skills based on it.

The findings of this research are the principles and methods for developing reasoning skills, which are presented in three general topics: "being alert to signs and understanding their implications," "knowledge and cognition," and "guidance." Based on these results, suggestions were made for the correction and completion of the "Philosophy for Children" program, such as 'active recognition of signs', 'focus on the value of the useful sciences', 'full attention to vital sciences', 'familiarity with the levels of cognition and their growth or decline factors', 'the recognition of the spiritual heart', 'understanding of the wisdom and ignorance and their armies, and acquiring fundamental personality traits', 'being careful about the rules of speaking', 'the observance of class and studying rules', 'encouraging students to be kind and devotee' ...

It was also suggested that similar researches should be done for all of the words related to wisdom in the Qur'an in order to arrive at a comprehensive roadmap for reasoning from Islamic viewpoint.

KEY WORDS: Quran, Reason, Semantics, Philosophy for Children, Intellectual Training

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Detection of Components of Philosophy for Children in Imam Ali's Teachings

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ABSTRACT

One of the prerequisites for making the Philosophy practical for Children (P4C) in Iran is to seek theoretical foundations appropriate to Islamic culture. So, here, the researchers sought for detection of components of P4C based on Imam Ali's teachings. The study is a qualitative research using descriptive phenomenology method and the data were analyzed according to Colliazi seven-step model of data-analysis. The data show that components of P4C are studied in three lines: skill, attitude and cognition. Each line includes several components some of which include sub-components. The skill components are dialogue, judgment, questioning, listening and investigation. Attitude components were studied under open-mindedness, avoiding hastening, comprehensiveness, understanding and wondering; and cognitive line includes components of cognition of metaphysics, truth-seeking, thinking, rationality, objectivism and rejection of skepticism. The results show the possibility of predicating P4C program based on Islamic culture.

KEY WORDS: philosophy for children, Imam Ali's teaching, components of the philosophy for children

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The Effect of *Kalileh wa Demneh* Stories on Critical Thinking, Reasoning and Questioning Skills of Children by Using "Philosophy for Children" (P4C) Program

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ABSTRACT

The purpose of "Philosophy for Children" (P4C) program is to promote thinking and nurturing new ideas in children. Stories are one of the main pedagogical tools in P4C, which are performed through social research approach. Over the recent decades, the program has gained popularity for fostering thinking skills of children and juveniles in Iran. Given the cultural richness of the classic and contemporary Persian literature, efforts have been made to make use of stories in the P4C program. The present study aims at assessing the effect of *Kalileh wa Demneh* stories on improving the reasoning, questioning, and critical thinking (critical openness and reflective skepticism). The study is quasi-experimental and was conducted through field study. The statistical population consisted of all female students in the sixth elementary grade of Ardestan city and the research sample was a classroom of 32 students selected on a random and purposive basis.

The research device included Robert Fisher's Scale for Assessing Inquiry, Sosu's Scale for Critical Thinking Disposition (critical openness and reflective skepticism), and New Jersey Tests for Reasoning Skills. The validity of the scale for assessing inquiry was confirmed by related experts and authorities. Sosu has reported the validity of his scale for critical thinking disposition. The reliability of New Jersey's scale for reasoning skill was assessed through Cronbach's alpha and reported to be between 0.84 and 0.94. The data analyses were conducted in two levels of descriptive and inferential statistics. The results showed that there is a meaningful difference between the scores on critical openness, inquiry, and reasoning skill. Besides, there is a meaningful difference between the scores on reflective skepticism of the groups, this means that the P4C program has been effective in increasing the reflective skepticism of the children.

KEY WORDS: philosophy for children, critical thinking, inquiry, reasoning, story

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A Comparative Study of Morteza Motahari's View and Matthew Lipman's Approach to the Goals of Education

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ABSTRACT

The main goal of this research is comparing Motahari's approach to goals of education, which is based on Islamic education, and Lipman's approach to the theory of "Philosophy for Children", which is based on reflective education. To achieve this goal, first the approaches of both scholars about the research subject were extracted from library sources; then, they were compared based on the descriptive-inductive method. Both Motahari and Lipman, emphasize on reflection, thinking, rational education and reasonableness as the goals of education, but not as ultimate goals; rather, they consider them as preliminary goals to achieve the more superior goal. Motahari believes that the ultimate goal of education is reaching the degree of God's servitude and obtaining the spiritual degrees, which is presented under the Islamic value system; While the most important goal of "Philosophy for Children", is teaching the children and juveniles to attain a better and more qualified life and become civilized and democrat citizens.

The results of this research show that although we can find some educational similarities between Motahari and Lipman, because of their influence from different value and anthropological systems, their approaches to ultimate goal of education are different.

KEY WORDS: Goal of education; Islamic education; Philosophy for Children; p4c; Democracy, Motahhari, Lipman.

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The Dimensions of Thought in the Holy Quran and its Educational Implications in Intellectual Education of Children and Juveniles

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ABSTRACT

One of the aspects of the Holy Quran's teachings is that they invite man to thinking so that the man's path to pure life is paved.

Therefore, this paper evaluate some concepts of thinking in the Quran. In the first step, the dimensions of thought are examined under two axes: 'thinking' and 'its accessories'. The research method is analysis and conceptual interpretation.

The result indicates that the subjects of thinking include earthly creatures, sea creatures, the creatures of the sky, creatures common in sky and earth, history of nations, one's self, divine book and the nature of this world and the hereafter; Moreover, the accessories of the thinking include accompaniment of thinking and knowledge, having the scientific spirit, ability to evaluate and judge, freedom from the bonds of the social habits.

Furthermore, this study reveals that the dimensions of thinking can influence intellectual thinking of the children if the verse attitude to the universe is broadened, obtaining the knowledge from the original sources is provided, and language and self-recognition skills are extended.

KEY WORDS: thinking, children and juveniles, educational implications, education and training, the Holy Quran, subjects of thinking, dimensions of thinking

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Rereading Mathnavi Stories Based on ‘Lipman's view about the Components of Philosophical Thinking and Compilation of a Guide to Be Used in Community of Inquiry

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ABSTRACT

The present research aims at studying the contents of Mathnavi stories based on Lipman's view about the components of philosophical thinking. To achieve this goal, the researchers have tried to extract and organize the components of philosophical thinking from Lipman's works using the inductive content analysis method. After studying Lipman's works, the dimensions of philosophical thinking were divided into three categories of critical, creative and caring thinking. In the second part, using the deductive method of content analysis and based on the theoretical framework provided in the first part, the components of philosophical thinking were identified and analyzed in two stories of Mathnavi.

The Findings show that both stories, because of containing components in various aspects of philosophical thinking, can well develop this kind of thinking. After analyzing the stories, In order to be used in community of inquiry, was an educational guide was developed for each in two parts of discussion and practical activity, wherein questions and exercises related to the content of the stories and their components are suggested.

KEY WORDS: components of philosophical thinking, Lipman, Mathnavi, philosophy for children, research community.

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ABSTRACT

Moral Education of Children in their First Childhood Period In Thinkers' View

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ABSTRACT

This article examines the possibility of moral education of children during the Masteship Period - the first seven years of life, which is called Siyadat Period based on the teachings of hadiths related to the educational stages. For this purpose, we used the descriptive-analytical method to study and analyze the thinkers' view about the age of the beginning the moral education. And in view of the concept of moral education influenced by Allamah Tabatabai in his book entitled al-Mizan, it is possible to explain this possibility by analytical-deductive method.

The findings indicate that the active presence of intuitive mind, the impact of the environment, social relationships and ethical patterns, the possibility of realizing a degree of recognition, choice and practice are the most important evidences, presented by most thinkers, for the possibility of moral education of children in this period.

KEY WORDS: moral education, possibility of education, education of children, mastership period, first childhood period, philosophy for children

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