



Identifying the Components of Effective Teaching of First Grade Primary Persian Book: A Case Study of Hormozgan Province

Mokhtar Zakeri^{1*}, Morteza Chemelnezhad²

1- Department of Educational sciences, Farhangian University, P.O.Box14665-889, Tehran, Iran

2- MA in History and Philosophy of Education, Lecturer at Farhangian University, Hormozgan, Bandar Abbas, Iran

* Corresponding author's Email: mokhtarzakeri365@cfu.ac.ir

Abstract: The objective of this study was to identify the effective teaching components of the first-grade primary Persian book to empower primary school teachers. The research population consisted of experts, educational supervisors, and teachers in Hormozgan province in 2022. In this qualitative study, 26 participants, including experts, educational supervisors, and first-grade teachers, were interviewed using an inductive coding system. The results indicated that in the area of teaching methods, concrete and visual methods, group and participatory methods, stories and poems, exploratory methods, visual and hands-on methods should be employed. The use of supplementary textbooks alongside textbooks, boards and picture cards, relevant images and clips, animations, and modern educational software should be emphasized. Teaching based on students' common experiences and their cognitive development should be utilized, with maximum student participation as a key principle in educational practices. Additionally, teaching methods for first-grade students should be clear and explicit to avoid confusing students and giving them activities beyond their comprehension.

Keywords: Effective teaching components, First grade primary Persian book, Primary school teachers

Introduction

Creating fundamental changes in the education system is one of the necessities of a dynamic and growing society. In the educational systems of advanced countries, we witness continuous changes in their educational programs. One of the fundamental changes in this area is the use of diverse and effective teaching methods in the teaching-learning process. The need to pay attention to this issue is partly due to the explosion of knowledge in the present era (Nabavi, 2003).

First grade is one of the main foundations of the elementary school period. Perhaps few people are unaware of the importance of first grade. The scientific basis of the student for entering the next levels of first grade is formed. Teaching first grade is difficult for various reasons and requires expertise. Because students at this age start learning to read and write for the first time, conditions must be provided for them to enjoy reading and writing like playing and not become discouraged from school and schoolwork. Educational books have been able to maintain their importance alongside the complex tools and rapidly developing media systems throughout the educational systems of the world and contribute to achieving learning at various levels of learners (Connor et al., 2005).

Since the goal of teaching is to enable learning, definitions of education that not only aim to teach but also emphasize learning as its main component must be provided. That is, teaching should not only be about teaching, but also about providing the possibility of learning for students through any means that works better ([Shapiro, 2006](#)). Based on this view, teaching is a set of activities designed to facilitate learning, accelerate the information process, and activate internal factors. From this perspective, the teaching scene is an exhibition in which the teacher, by blending their knowledge, art, and experiences, provides the necessary opportunities for teaching and learning for students ([Mayer, 2006](#)). Thus, effective teaching is providing the right help in the learning process in a way that meets the needs of learners, promotes independence, initiative, responsibility, and encourages creative thinking ([Samieinejad, 2007](#)). Effective teaching has also been defined as creating opportunities for learning through thoughtful activities of learners in order to achieve goals ([Joyce et al., 1986](#)).

In terms of Persian language, it relates to the realm of linguistics and, in other words, to the realm of language perception and understanding. Therefore, in the process of teaching-learning, elements and sub-skills of reading should be taught so that the language learner, after understanding and perception, is encouraged to think at the underlying layers of the text, critique, and analyze it ([Maleki, 2007](#)).

Since the goal of teaching is to enable learning, definitions of education must be presented that not only aim to teach, but also prioritize learning as the main component. In other words, teaching should not only be about imparting knowledge, but also about providing opportunities for students to learn through any means that work best for them ([Shapiro, 2006](#)). Accordingly, teaching is a set of activities designed to facilitate learning, accelerate the process of information assimilation, and activate internal factors. From this perspective, the teaching scene is a showcase in which the teacher, by blending their own knowledge, art, and experiences, provides the necessary opportunities for teaching and learning for students ([Mayer, 2006](#)). Therefore, effective teaching is providing proper assistance in the learning process in a way that meets the needs of learners, promotes independence, initiative, and responsibility, and allows for creative thinking ([Samieinejad, 2007](#)). Effective teaching is also defined as creating opportunities and situations for learning through thoughtful activities aimed at achieving goals ([Joyce et al., 1986](#)).

New research and evidence show that if we aim to improve student learning and enhance the performance of the educational system to achieve its lofty goals, we need to promote and apply new teaching methods in the country's schools. Therefore, one of the most essential changes in educational systems is a shift in teachers' teaching methods and perspectives. Teaching methods are so important in education that some educational scholars consider mastery of teaching methods more important than teachers' scientific knowledge. Experience has shown that teachers who are proficient in teaching

methods are more successful than their colleagues who rely solely on scientific information ([Shabani, 1993](#)). In the first grade of primary school, it is apparent that the utilization of effective teaching methods requires a heightened level of sensitivity. As a result, conducting meticulous scientific research aimed at identifying the key elements of effective teaching within this grade level can serve as a fundamental step towards this goal.

Numerous studies have indicated that within the Iranian education system, despite the efforts of many instructors, teaching is often accidental, unplanned, and reactive. Additionally, there is an excessive emphasis on one-sided instruction, leading to students simply memorizing and retaining subject matter without achieving deep and meaningful learning. Unfortunately, it appears that there is a lack of attention paid to the pursuit of meaningful education that can promote personal growth and problem-solving skills, which ultimately undermines the primary objective of education and training - to achieve effective and profound learning. This challenge is particularly acute in the first grade of elementary school, where teachers may be reluctant to teach and have limited familiarity with the components of effective teaching within this grade level.

Given the above issues, the researchers in this study seek to identify the components of effective teaching in the first grade of primary school in order to empower teachers in Minab County (Hormozgan Province, Iran).

The main goal of the researcher in this study is to identify the components of effective teaching in the first grade of elementary school in order to empower teachers. Accordingly, the specific objectives of the research include:

- 1- Identifying effective teaching methods in the first grade of elementary school
- 2- Identifying effective instructional content in the first grade of elementary school
- 3- Identifying effective instructional situations in the first grade of elementary school

In terms of effective teaching, numerous studies have been conducted, although there has been no specific research on effective teaching of the first grade of Farsi language. For example, [Kiani and Hosseinnejad \(2021\)](#) found in a study on the impact of COVID-19 on primary education that all families prefer face-to-face education and believe that it has other positive effects such as socialization of students, reducing dependence on family, and promoting student independence that are not available in virtual education.

[Abdolmaleki et al. \(2021\)](#) compared the effects of guided play, free play, and direct instruction on learning in the first grade of elementary school science and found a significant difference between the three teaching methods in terms of learning. They also found that guided play was more effective in increasing learning about magnets compared to the other two methods. [Hashemi et al. \(2019\)](#)

investigated the effect of the 5E teaching method on achieving the goals of the thinking and research lesson in the sixth grade of elementary school and found that the 5E teaching method had a significant effect on achieving the goals of the lesson.

[Shah Rokni et al. \(2019\)](#) showed in their study on the effect of teaching critical thinking skills on the growth of social and cognitive skills of students that there was a significant difference in the average scores of social and cognitive skills of students who were taught using the critical thinking method compared to those who were taught using the conventional method in schools, which led to an increase in social and cognitive skills.

[Moradi and Aqdasi \(2015\)](#) demonstrated the effectiveness of teaching critical thinking and problem-solving skills on self-regulation strategies and academic progress of high school students in Tabriz region 1, indicating that teaching critical thinking and problem-solving skills led to an increase in self-regulation strategies and academic progress in female high school students

[Sodagar et al. \(2012\)](#) stated in their research titled "The Necessity of Art Mediation in Teaching Philosophical Thinking to Children" that teaching philosophical thinking to children is a program aimed at improving children's thinking. The pioneers of this program have considered literature as the most suitable way of communicating with children due to its functions and hidden characteristics, while literature has also found other alternatives.

[Feden and Vogel \(2003\)](#) showed that in today's world, given the extent of changes, traditional classrooms cannot prepare students for the 21st century society. The results of the above studies confirm the existence of a research gap in the field of effective teaching components in the first grade, highlighting the need for needs assessment and introduction of effective Farsi teaching components for empowering primary school teachers in Minab city (Iran).

Material and Methods

This research was conducted within a qualitative paradigm. The research design was emergent, as the components were created during the research process and induction. The research population consisted of experts, educators, and primary school teachers in Minab city in the first grade during the year 2021, with a total of 12355 individuals. In this study, interviews were conducted with 26 experts, educational and training administrators, and first-grade teachers at the Hormozgan province based on purposeful sampling with maximum diversity and saturation principle.

The data analysis approach was descriptive-interpretive. This approach requires some interpretation and prior selection of information. The verification of the research was done using the method of member checking. In the member checking method, the researcher records the path taken during the research in

an organized and chronological manner and provides it to the readers of the research ([Lincoln & Guba, 1985](#)).

The data collection method in this research was through interviews. The researcher used the document method as a research tool to collect data. In qualitative research, the researcher plays the role of both data collector and meaning maker ([Maykut & Morehouse, 1994](#)). The data analysis method in this research was an inductive analysis. In the inductive method, the researcher creates concepts by continuously comparing the data. The researchers first subscribe the interview text and records data from direct observation. Then, they generate concepts based on a broad understanding of the research topic and extract important points from the interview text using open coding. Next, the researchers consolidate the key points and continuously compares the data to develop initial concepts and primary themes. Using axial coding, they identify central themes. Finally, the researcher utilizes the selective coding method to extract main themes and refine the concepts.

Results

In response to the triple questions of the research regarding identifying effective teaching components in the first-grade Farsi lesson, the analysis was conducted on the interview texts and the following results were obtained after three stages of coding. Regarding the first question of the research aimed at identifying effective teaching methods in the first-grade Farsi lesson, the process of extracting concepts was done by identifying the main concepts based on key points extracted from the interview texts. Then, the main components were coded and developed. The process of identifying the components is as follows:

Extracting the main concepts related to teaching methods in the first-grade

According to Table 1, it can be seen that 13 initial concept codes were obtained from the appropriate teaching methods section for the first-grade. In the second stage of data coding (axial coding), the most important main concepts of appropriate teaching methods for the first-grade were extracted from the key points obtained from the interview texts. In the third stage of coding (selective coding), the main components were analyzed and examined. The basis of the third stage coding is the main concepts obtained in the second stage, which are presented in the first column of the table 2.

Table 1. Findings from open coding (educational methods)

Code	Points	Concept
M1N1 M5N1 M6N5 M8N1 M9N1 M10N1 M13N4 M14N3 M15N2 M16N4	Demonstration method Demonstration Demonstration method Demonstration Demonstration method Demonstration Demonstration method Demonstration	Demonstration Teaching method
M1N2 M9N2	Group teaching Team work	Group teaching method
M2N1 M4N3 M5N5 M6N4 M7N3 M8N4 M10N4 M13N3 M14N1 M15N3 M16N3	Story telling Story telling method Story Story telling Story telling method Story Story telling Story telling method Story Story telling Story telling Story	Story telling method
M2N2 M4N2 M5N3 M6N2 M7N4 M8N3 M10N2 M13N2 M14N2 M16N2	poem reading Poetry poetry method poem reading Poetry poetry method poem reading Poetry poetry method poem reading Poetry poetry method	Poetry reading method
M2N3 M7N4 M14 M4 M16N5	exploration exploration exploratory exploration	exploratory method
M3N3 M11N1 M12N1 M15N1	question and answer interrogative Question and answer question and answer	Question and answer method
M4N1 M5N4 M6N3 M7N1 M8N5 M13N1 M16N1	Some teachers' no interest in teaching techniques Painting Painting Painting method Painting Painting Painting method	Painting method
M5N2 M6N6	Music Music method	Musical method
M6N1 M8N2	Play Playing	Playing method
M6N7 M16N7	Illustration visual	Imaging method
M10N3 M16N6	Manipulation Manual work	Manipulation method
M10N5	Video	Video play method
M12N2	Brain storming	Brain storming method
M12N3	Role playing	Role playing method

Table 2. Findings from axial coding and selective coding (Instructional methods)

Key components (selective coding results)	Main concepts (Axial coding results)
Demonstration method	Demonstration teaching method
	Video instruction method
	Role playing method
Collaborative teaching method	Group teaching method
	Play based education method
Musical story method	Story telling method
	Poetry reading method
	Musical method
Exploratory method	Exploratory method
	Question and answer method
	Brain storming method
Imaginal education method	painting method
	Imaging method
	Manipulation method

As shown in the above table 2, five main components were obtained in the appropriate teaching methods section for the first-grade, including: Demonstration, Collaborative, musical, exploratory, and imaginal. Regarding the second question of the research aimed at identifying effective content in the first-grade Farsi lesson, the process of extracting concepts was done by identifying the main concepts based on key points extracted from the interview texts. Then, the main components were coded and developed. The process of identifying the components is as follows:

Extracting the main concepts related to appropriate content for the first-grade

According to Table 3, it can be seen that 10 initial concept codes were obtained from the appropriate content section for the first-grade. In the second stage of data coding (axial coding), the most important main concepts of appropriate content for the first-grade were extracted from the key points obtained from the interview texts. In the third stage of coding (selective coding), the main components were analyzed and examined. The basis of the third stage coding is the main concepts obtained in the second stage, which are presented in the first column of the table 4.

Table 3. Findings from open coding (appropriate content)

Code	Points	Concept
M1N1 M3N1 M9N1 M11N1 M15N1	Book Textbook Aiding Textbook Textbook Textbook	Book and aiding textbook
M3N2 M4N2 M8N2 M11N2 M15N2	the movie Educational film Short Film Short Film Educational film	Short Film
M4N1 M5N3	Board Educational board	Educational board
M4N3	Educational aid software	Educational aid software
M5N1 M6N3	Animation Animation	Animation

M5N2	Image	Picture
M5N4	Card	Imaginal Card
M6N1		
M6N2	Text	Short texts
M8N1	Video clip	Video clip
M15N3	Electronic content	Electronic content

Table 4. Findings from axial coding and selective coding (appropriate content)

Main concepts (Axial coding results)	Key components (selective coding results)
Book and aiding textbook	Imaginal resources
Educational board	
Picture	
Imaginal Card	
Short texts	Educational films
Short Film	
Animation	
Video clip	Electronic content
Educational aid software	
Electronic content	

The data presented in the tables 3 and 4 indicate that three main components were identified in the area of appropriate content for first-grade, including visual resources, educational films, and electronic content, with the most emphasis and attention on visual resources, while the components of educational films and electronic content ranked lower in importance.

Regarding the third question of the research aimed at identifying effective teaching situations in the first-grade Farsi lesson, the process of extracting concepts was done by identifying the main concepts based on key points extracted from the interview texts. Then, the main components were coded and developed. The process of identifying the components is as follows:

Extracting the main concepts related to effective teaching situations in the first-grade

As shown in Table 5, nine initial concept codes were obtained from the section on effective teaching situations for first-grade. In the second stage of data coding (axial coding), the most important main concepts of effective teaching situations for first-grade were extracted from the key points obtained from the interview texts. In the third stage of coding (selective coding), the main components were analyzed and examined. The basis of the third stage coding is the main concepts obtained in the second stage, which are presented in the first column of the table 6.

Table 5. Findings from open coding (effective teaching situations)

Code	Points	Concept
M2N1 M12N1 M14N1	Experimental Being experimental experience	Being experimental
M2N2 M4N1 M5N1 M6N2 M14N1	Being cooperative Collaborative Participation Collaborative Collaborative	Being cooperative
M3N1 M6N3 M8N2	Practical being skillful Practical Skillful	Practical and being skillful
M4N2 M15N1	Awareness Awareness giving	Awareness giving
M6N1 M8N1 M10N1 M13N1	Team Teamwork Grouping Grouping doing	Being as a group
M7N1	Intimacy	Intimating
M7N2	Interest	Being a favorite for student
M7N3	to need	The need of student
M7N4	Having motivation	being motivated

Table 6. Findings from axial coding and selective coding (effective teaching situations)

Main concepts (Axial coding results)	Key components (selective coding results)
Being experimental	Being experimental
Practical and being skillful	
Being cooperative	Being cooperative
Being as a group	Paying attention to student psychological issues
Awareness giving	
Intimating	
Being a favorite for student	
The need of student	
being motivated	

As shown in Table 6, four main components were identified in the area of effective teaching situations for first-grade, including experience-based learning, participatory learning, awareness-raising, and attention to psychological issues, with the most emphasis and attention on attention to psychological issues, while the components of experience-based learning, participatory learning, and awareness-raising ranked lower in importance.

Discussion and Conclusion

In this research, based on the threefold research objectives, we have sought to answer three fundamental questions. The summary of the results and the explanation of each of the research findings are presented in the form of the tables 7, 8 and 9.

Table 7. The findings of the first question related to the appropriate educational methods of the first grade

Points	Core concepts	Key categories
Demonstration method Demonstration Demonstration method Demonstration Demonstration method Demonstration Demonstration method Demonstration	Demonstration Teaching method	Demonstration method
Film	Video play	
Role play	Role play method	
Group teaching Team work	Group teaching method	Collaborative teaching method
Play Playing	Play method	
poem reading Poetry poetry method poem reading Poetry poetry method poem reading Poetry poetry method poem reading Poetry poetry method	Story telling method	Poetry story method
reading Poetry poetry method poem reading Poetry poetry method poem reading Poetry poetry method poem reading Poetry poetry method	Poetry method	

Music Music method	Music method	
exploration exploration exploratory exploration	Exploratory method	Exploratory method
question and answer interrogative Question and answer question and answer	Question and answer	
Brain storming	Brain storming method	
Some teachers' lack of interest in teaching techniques Painting Painting painting method Painting Painting painting method	painting method	Visual method
Image making Imaging	Imaging method	
Manipulation Manual work	Manipulation method	

According to Table 7, five key components were obtained in the area of appropriate teaching methods for first-grade, which are: visual, participatory, musical, exploratory, and imaginative. Therefore, based on the findings of this research, we conclude that the best teaching methods that should be designed and implemented in the first-grade content based on them include the use of tangible and visual methods, participatory and group methods, especially in the form of games, the use of stories and poems accompanied by music, and if possible, local music. Also, the use of exploratory methods, including exploratory and questioning methods, and finally, the use of visual and practical methods and directives.

Table 8. The findings of the second question related to the appropriate contents of the first grade

Points	Core concepts	Key categories
Book Textbook Aid textbook Textbook Textbook	Textbook and Aid textbook	Pictural resources
Board Educational board	Educational board	
Image	Picture	
Card	Image card	
Text	Short texts	
Film Educational film Short film Short film Educational film	Short film	Educational film
Animation Animation	Animation	
Video clip	Video clip	
Educational aid software Electronic content	Educational aid software Electronic content	Electronic content

According to Table 8, three main components were identified in the area of appropriate content for first-grade, including visual resources, educational films, and electronic content, with the most emphasis and attention on visual resources, while the components of educational films and electronic content ranked lower in importance. Based on these findings, we conclude that the use of supplementary textbooks alongside textbooks, posters and picture cards, relevant images and clips, animations, and the use of modern educational software are the best types of content used in the first-grade in terms of research participants' perspectives.

Table 9. The findings of the third question related to the effective teaching situations of the first grade

Points	Core concepts	Key categories
Experimental Being experimental Experience	Being experimental	Being experience oriented
Practical Being skillful Skillful	Practical and being skillful	
Being cooperative Collaborative Participation Collaborative Collaborative	Being cooperative	Being cooperative
Team Teamwork Grouping Grouping doing	Grouping doing	
Awareness	Awareness giving	Awareness giving

Awareness giving		
Intimacy	Intimating	Attention to psychological issues
Interest	Being a favorite for student	
To need	The need of student	
Having motivation	Being motivated	

According to Table 9, four main components were identified in the area of effective teaching situations for first-grade, including being experience-based, participatory, informative, and attentive to psychological issues, with the most emphasis and attention on the component of paying attention to psychological issues, while the components of being experience-based, participatory, and informative ranked lower in importance. Based on these findings, it is recommended that teaching in the first grade be based on the common experiences and cognitive structure of students and maximum student participation as a key principle in the teaching process. Also, the teaching method in the first grade should be explicit and clear, avoiding confusing students and giving them tasks beyond their understanding. Furthermore, the first-grade teacher should create opportunities for learning that take into account the necessary and interesting issues of students and create a friendly and interactive classroom environment where students can learn without concern.

In addition, practical and research recommendations are presented as the final part of the study. Based on the research findings, it is recommended to strengthen the teachers' knowledge in connection with innovative teaching methods in the first grade, clarifying the ambiguities in the methods, holding appropriate and practical classes with the help of experienced teachers, and strengthening the discourse of teaching at the school level. The ability of teachers to implement new teaching methods and class management based on new teaching approaches, such as the facilitative and exploratory approach, should be increased. Misconceptions about the quality and feasibility of methods should be addressed, and motivational factors and the importance of implementing innovative methods should be emphasized. In addition, financial and infrastructural issues related to the implementation of new teaching methods, as well as structural issues in this area, need to be addressed. The use of concrete and visual methods, group and participatory methods, especially game-based methods, stories and poems accompanied by music, and if possible, local music, should be used, and exploratory methods such as inquiry-based methods should be used. Finally, the use of supplementary textbooks alongside textbooks, posters and picture cards, relevant images and clips, animations, and the use of modern educational software should be emphasized.

Considering the effectiveness of innovative teaching methods in improving the quality of education and achieving the goals of the educational transformation and national curriculum document in the first

grade, the implementation status of these methods should be analyzed throughout the Hormozgan province and Iran. Furthermore, the incorporation of innovative teaching methods into the content of school curricula should be provided. Given the critical nature of the issue of management, it is recommended that research be conducted on other educational centers to clarify the implementation status of innovative teaching methods in the first grade. Also, survey research should be conducted on the level of familiarity of the educational and administrative staff of education and training with innovative teaching methods in the first grade.

Conflict of interest: There is no conflict of interest associated with this research.

Financial sponsor: This research was conducted without any financial support and with the researcher's personal funds.

Acknowledgments: The researcher would like to express their gratitude to all the participants, as well as the professors and friends who provided support throughout this research endeavor.

References

- Abdolmaleki, S., Khosravi, M., Ghaderi, M., & Maleki, H. (2021). The comparison of guided Play, free Play and Direct instruction effects in children's learning of first grade science. *Research in Curriculum Planning*, 17(67), 167-182. <https://doi.org/10.30486/jsre.2021.1898106.1627>
- Connor, C. M., Son, S.-H., Hindman, A. H., & Morrison, F. J. (2005). Teacher qualifications, classroom practices, family characteristics, and preschool experience: Complex effects on first graders' vocabulary and early reading outcomes. *Journal of school psychology*, 43(4), 343-375.
- Feden, P. D., & Vogel, R. M. (2003). *Methods of teaching: Applying cognitive science to promote student learning*. McGraw-Hill Humanities, Social Sciences & World Languages.
- Hashemi, S. A., Machinchi, A. A., & Baqaei, N. (2019). Investigating the effect of E 5 teaching method on the realization of the objectives of the sixth grade elementary thinking and research course in the education department of Jam city. *Journal of Psychological Studies and Educational Sciences*, 43(1), 133-146.
- Joyce, B. R., Weil, M., & Calhoun, E. (1986). *Models of teaching* (Vol. 499). Prentice-Hall Englewood Cliffs, NJ.
- Kiani, E., & Hosseinnejad, H. (2021). The effect of corona on first grade elementary education. *Journal of Studies and Research in Behavioral Sciences*, 7(1), 25-30.

- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. sage.
- Maleki, H. (2007). *Lesson Planning (Practice Guide)*. Payam Andisheh
- Mayer, R. H. (2006). Learning to teach young people how to think historically: A case study of one student teacher's experience. *The Social Studies*, 97(2), 69-76.
- Maykut, P. S., & Morehouse, R. E. (1994). *Beginning qualitative research: A philosophic and practical guide* (Vol. 6). Psychology Press.
- Moradi, M., & Aqdasi, A. N. (2015). Evaluation of the effectiveness of critical thinking training and problem solving skills on self-regulatory strategies and academic achievement of high school students in District 1 of Tabriz. *Journal of Women and Family Studies*, 28(1), 129-144.
- Nabavi, T. (2003). *A Study of the Relationship between Teacher Creativity and Students 'Creativity in Girls' High Schools in District 2 of Kerman* Master Thesis of Kerman University]. Kerman.
- Samieinejad, B. (2007). *A study of factors related to the application of active teaching methods in middle schools in Kerman from the perspective of teachers* Shahid Bahonar University of Kerman]. Kerman.
- Shabani, H. (1993). *Education Skills* (Second Edition ed.). Samt Publications.
- Shah Rokni, H., Abbasi, E., & Gramipour, M. (2019). The Effect of Critical Thinking Skills Training on the Development of Social Skills and Cognitive Skills Students [Research Paper]. *Journal title*, 6(38), 22-45. <https://doi.org/10.52547/erj.6.38.22>
- Shapiro, H. N. (2006). Promotion & tenure & the scholarship of teaching & learning. *Change: The Magazine of Higher Learning*, 38(2), 38-43.
- Sodagar, M. R., Dibadj, S. M., & Islami, S. G. (2012). The Necessity of Mediation of Art in Teaching Philosophy to Children. *Thinking and Children*, 2(3), 25-50. https://fabak.iwcs.ac.ir/article_342_20079fe6e0d5339f26912a5d7e6f8329.pdf



This work is licensed under a [Creative Commons Attribution-Noncommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)