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Representation of the Curriculum Review Components of Farhangian University: Emerging from a Case Study

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ABSTRACT

Objective: The notion of revision has garnered considerable attention across various sectors of society, with higher education institutions also placing significant emphasis on it as a key performance evaluation metric. The burden of cultivating educators and facilitators for an evolving educational framework in society predominantly falls on universities and educational establishments. Consequently, there is a pressing need for this university to approach curriculum revision with heightened seriousness. Thus, the primary aim of this manuscript is to provide a succinct overview of the curriculum revision frameworks employed by Farhangian University, highlighting their shared characteristics as identified through research conducted in Iran, Turkey, and Australia.

Methods: The methodology adopted for the study is both descriptive and analytical in nature. The study's participants consist of a panel of experts, with 13 individuals selected for interviews and 20 individuals chosen to respond to the questionnaire (which assesses indicator importance).

Results: The study's results have indicated that the fundamental features common to curriculum revision models include: a strategic, long-term perspective on the revision process; a cyclical and continuous nature; an emphasis on interpretative and analytical procedures; recognition of the role played by organizational structure and stakeholders; and an approach to revision that integrates management principles with a research-oriented outlook.

Conclusions: The findings reveal that effective curriculum revision models, as exemplified by Farhangian University and corroborated by research in Iran, Turkey, and Australia, share several key characteristics.

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Introduction

The current aim of education is not solely limited to transmitting cultural heritage and experiences to the new generation. It now involves adapting to technological advancements, the era of information explosion, and the evolving needs of society. Education has shifted from merely increasing people's knowledge to a more transformative approach, focusing on research and critical thinking. This transformation aims to empower scholars to become independent, lifelong learners capable of tackling the challenges of a constantly changing world. Hence, the educational endeavors of nations can be viewed as investments (Bahadur et al., 2006). Central to these educational efforts is the curriculum, serving as a fundamental instrument for higher education institutions to actualize their visions and missions (Ratcliff, 1997).

The concept of curriculum encompasses various definitions, making it challenging to establish a universally accepted one (Zafaripour et al., 2021). Nevertheless, the curriculum represents the formal structure and process by which learners assimilate information, develop skills, or adjust their attitudes and values (Bahri et al., 2018). Curricula play a crucial role in ensuring the quality and efficacy of the educational system. Fathi et al. (2012) delineate eight key components of the curriculum as a structured program: objectives, content, sequence, students, instructional methods, assessment, and adjustment. This holds particular significance in higher education, where curricula not only define the scope of knowledge and skills transfer but also shape students' academic journey (Stark et al., 1986). Therefore, curricula stand at the core of higher education, playing a definitive role in shaping the educational landscape. Today, the primary challenge faced by curriculum planners and policymakers lies not in recognizing the importance of curricula and their quality, but in strategically revising and adapting curricula to align with contemporary needs and advancements in the realms of science and technology (Scholtz, 2013).

A key concept in curriculum development is modification or revision, which encapsulates any alteration in various dimensions of the curriculum (Mehromhammadi & Mahmoudi, 2012). According to Patton, curriculum revision involves collecting data about the program, furnishing necessary information for future planning, and enhancing educational programs effectively (Mehromhammadi & Mahmoudi, 2012). Presently, curriculum revision occurs through two approaches: centralized-intermittent, focusing on comprehensive reviews, and decentralized-

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permanent, which involves continuous revision and enhancement of curriculum quality within educational institutions (Salimi et al., 2014).

Farhangian University is an institution requiring significant quality transformation. Recent challenges have highlighted the necessity to enhance the quality of teaching and learning processes within the university setting. Dissatisfaction among students and graduates in other higher education institutions stems from inadequate teaching quality and the failure to promote independent and active learning. Achieving a flawless higher education system is crucial for ensuring quality, as any shortcomings within the system can hinder the desired outcomes.

Teacher training centers, particularly their curriculum, represent a vital area necessitating continuous review and assessment. These centers serve as platforms for pre-service training in education, fostering the personal and psychological growth of teachers. The quality of teacher training curricula significantly influences the professional advancement of student teachers (Darling-Hammond, 2000). The significance of revising and enhancing curricula cannot be overstated, as it underpins the educational system's core responsibilities.

Stark et al. (1986) emphasized that curriculum changes in developed nations evolve in response to emerging trends. Advanced countries, including others, are proactively revising curricula, starting from early educational stages to higher education, to align with global advancements.

The crucial inquiries are as follows: 1- What are the key attributes of curriculum revision? 2- How do the countries under study differ and correspond in their approaches to curriculum revision?

Curricula serve as guiding frameworks in education, playing a pivotal role in enhancing educational quality. Consequently, updating and revising curricula stand out as fundamental responsibilities within the educational sphere.

Studies have been conducted both internally and externally concerning the subject under examination, and the most significant and pertinent ones are outlined below to assess the research background:

Zafaripour et al. (2021) in their publication investigating the process of revising the curriculum in Iran's higher education system, have concluded that the absence of a comprehensive quality assurance mechanism in higher education underscores the necessity of developing curricula in light of educational issues related to course and major revisions. Moreover, there is a need to

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reassess the allocation of powers based on current circumstances, particularly the challenges faced in curriculum development within Iran's educational framework.

The study by Salimi et al. (2014) titled elucidating the evolution and reform of the higher education curriculum system post the Islamic revolution in Iran demonstrates the diverse trajectories the higher education curriculum has traversed. The evolution from a relatively independent curriculum planning system pre-revolution to an intensely centralized system post-revolution amidst periods of dissolution and postponement, and ultimately transitioning towards delegating substantial planning powers to universities through audit committees as outlined in the second economic, social, and cultural development plan.

Laguador and Dotong (2014) examining the knowledge versus practice dichotomy in the implementation of results-based education among faculty members at LPU reveals that faculty members within technical and engineering faculties of Indian universities exhibit a commendable level of knowledge-based proficiency and disciplinary practice in curriculum compilation and execution. However, there is a deficiency in the academic faculty members' comprehension of selecting suitable evaluation methods, while they demonstrate adequate proficiency in opting for appropriate educational techniques and scientific content.

Yu (2015) investigation delves into the intricate process of revising university curricula in China, emphasizing that it transcends a simple endeavor and is instead a result of multifaceted dynamics. The adoption of a centralized approach to curriculum revision is impeded by various intervening factors and challenges, highlighting that a university-centric curriculum revision alone is insufficient to ensure transformative changes and innovations within the practical domain.

Taylor (2017) explored the correlation between the elements of agile leadership and curriculum modification. The components of agile leadership, including adaptation, decision-making, teamwork, empowerment, and the involvement of professors and teachers, exert influence on curriculum adjustment.

Ataran et al. (2019) conducted a study titled Designing and validating the model for revising teacher training curriculum in Iran. The outcomes revealed that the teacher training curriculum modification model in Iran can be categorized into four dimensions: adherence to planning knowledge, embracing fundamental changes, execution of professional training, and recognition of hierarchy, at three levels of decision-making: macro, meso, and micro. The proposed model

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outlines seven steps for revising the teacher training curriculum in Iran, starting with establishing the curriculum standards, followed by revision, assessing the feasibility of implementation, obtaining approval, and disseminating the revised curriculum. The results from the model's accreditation section, based on feedback from experts in teacher education and curriculum planning, demonstrate the model's practicality and utility. It is recommended that the characteristics of the model be articulated, highlighting its alignment with the university-based teacher education system. Furthermore, the model can be utilized by the Ministry of Education, Farhangian University, and other entities involved in teacher education.

Research in this area is limited, indicating a greater focus on general curriculum revision rather than on the critical role of educators' curriculum, despite their significant responsibilities. To enhance the quality of educational programs, it is advised to conduct more thorough and extensive research. Given the strategic nature of university curriculum planning.

Material and Methods

The ongoing investigation is applied in its aim, as it focuses on the advancement of knowledge and the proposal of model for the enhancement of curricula in teacher training institutions. The outcomes of this study can be applied to Farhangian University and the Ministry of Education to modify and review the existing curriculum at Farhangian University, aiming to provide the required knowledge and insights for curriculum revision and identification of foreign teacher training revision models. The research's target population consists of university professionals who gained insights into the research through interviews. These interviews were conducted individually and subsequently coded. Thirteen individuals were included initially, and for the concept validation phase, a sample of 20 individuals was chosen. The rationale behind selecting this number lies in achieving theoretical saturation. The research methodology adopted is descriptive and analytical, grounded in the data collection approach and the research's nature. The descriptive aspect revolves around delineating the revision models of teacher training curriculum, leveraging effective factors in revision, foreign teacher training revision models, and the objectives, reviews, as well as similarities and disparities among these models. The research scope encompasses the revision models of foreign teacher training curriculum over the past decade, involving an examination of both domestic and international databases. Thematic coding was employed to

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analyze qualitative information, with coding unfolding across three tiers: open coding, axial coding, and selective coding. The coding process unfolded systematically: initially, all content was meticulously reviewed to identify key phrases; subsequently, concepts relevant to the research were distilled from the text, followed by the extraction of concepts associated with each text. Next, concepts from the initial step were grouped into similar categories. These codes were organized based on data-informed concepts closely linked to the research question. In the final phase, the researcher selected core concepts, leading to the formation of core categories. The validation stage of the local curriculum revision model, using Lawshe's agreement coefficient, involved analyzing questionnaire data to elucidate each component within the Farhangian University curriculum's local revision model.

Results

Features of the curriculum review at the University of Adelaide, Australia 2013

Based on the reviews, the revision of the curriculum at the University of Adelaide, Australia is as follows:

1- Curriculum revision; In fact, the curriculum is the answer to external or academic supervision. Revision can be a student assessment, a continuous improvement of the curriculum or the introduction of new content or different methods of teaching or assessment.

2- Revision can be done regularly or in response to changing situations or demand.

3- Revision can be a change at any level or at all levels where the university has official approval methods. Such as: revision at the level of the course - the level of the faculty - the level of the whole program. Suzy McKenna's model is expressed in the Table 1.

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Table 1. Suzy McKenna model, 2013

Revise						Review		
The new current situation	⇨	Response	⇔	Validation and consulting	⇔	Practical activities	⇨	Current situation
Revised curriculum: justified Quantifying eligible a valid tested Trial Coordinated with the strategy and policy of the university Compliance with professional accreditation and TEQSA standards		1. What reaction or performance do we need? priorities Based on credibility and relevant evidence Action plan - allocation of time periods, responsibilities, allocation of resources 2. Activity implementation plan		1. etermining the expected group Assessment adjustment Validation 2. Valid findings Responsiveness of each department (for large-scale projects) workshop SELTs Survey Student experience University experience 3. Target areas for review/improvement/change		1. Knowing the components for drawing 2. Set the information in a suitable framework for the program or software method (or can be made to set) 3. Knowing the approach of systematic collection, organization and analysis of information Excel NVivo Another Lexi Manser? 4. Understanding relationships and alignments from information how strong What concentrations The gaps How, where, when, why? 5. Validation and awareness of revision cases in a format Graphics The basis of the content		1. Current curriculum 2. Characteristics of current graduates 3. Current strategic priorities 4. Current Accreditation Standards (Professional Bodies, Licensing, TEQSA, Quality Assurance)***Pioneer List, University Review, New Accreditation Standards, AB Policy, Revised UGA, TLO Discipline, LTICS Rules, TEQSA Audit, Vision Initiatives
Report		Report		Report		Report		

Validation and consultation inside and outside the group is necessary for the stages of revising and renewing its process.
This process is not simply linear and should exist as cyclical and iterative to maintain the quality and relevance of the curriculum.

Step 1: Decide what needs to be aligned. Step 2: matching and aligning the components. Step 3: Interpret the information. Step 4: Undertake a risk analysis. Step 5: Use the information to make decisions. If, how and what needs to be renewed in the curriculum?

Step 2: Revision of the curriculum: agreement on the superior curriculum:

Step 1: Determine the desired results for students. Step 2: Description of skills, knowledge and characteristics in curriculum outcomes

Step 3. Structure of the program: The following questions examine how the program is structured:

- What concepts, principles, knowledge and skills should be developed to achieve the educational results of the programs? - How to organize concepts, principles, knowledge and skills throughout the life of the program for optimization, taking into account any political constraints? - Do current

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courses throughout the life of the program develop concepts, principles, knowledge and skills in a logical and coherent manner? - Is there overlap or repetition that is not necessary to strengthen knowledge and skills? - Does each course address the intent and content of the other? - Do decisions lead to actions that are expected? Is the available information accurately interpreted? Did everyone involved in the review have access to all relevant information?

Input from a wide range of relevant stakeholders helps to understand the impact of changes and a deep understanding of what can and should be done. The more stakeholders involved in decision-making at this stage of initial analysis, the more likely it is that contributors will support the final product.

Step 4. Revise the curriculum

Making Changes: This is the step where any changes needed in steps 1 and 2 are made. This stage includes: writing or revising courses and course learning outcomes, assessment tasks and learning activities.

- When revising training courses or creating new courses, ensure that these steps are carried out
- Coordination of learning outcomes through evaluation of learning and teaching activities
- Coordination with the purpose of the program
- Progressive development of complexity and sophistication of the use of knowledge and skills
- Creating a unified whole.

This phase is guided by the course coordinators: Step 1. Review and, if necessary, revise the lesson learning outcomes, learning activities and assessment. Step 2: Organize the fields to create a unified whole. Step 3: Review and validation.

Step 5: Revision of the curriculum

Approval and planning for implementation. Step 1: Determining Courses: Assessing the goals of the university's curriculum and designing general course standards to ensure that courses and programs are successful. These standards are consistent with university policy through approved processes. Step 2: Management and organization of executive processes in the goals and policies of the university system. Step 3: Planning for execution.

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Curriculum revision in Turkish teacher training

Türkiye, like all countries, seeks to improve its schools to better respond to social and economic expectations. In fact, Turkey is facing a set of complex contemporary needs and is reacting to changing social, economic and political conditions.

Features of curriculum revision in Turkish teacher training: In Turkish teacher education, the revision process itself is worth exploring. 2- In order to carry out the revision, the environment must be dynamic and the revision issues show themselves in the dynamic environment. 3- Turkey's effort is not only for the revision, but the speed of the revision is also paid attention to and it will remain an important issue. 4-Türkiye simultaneously reviews and implements revisions. 5- The teachers trained under the changed system emerge as the fruits of a completely different way of teaching student teachers. 6- What teacher training teachers think about the teaching and learning process, especially in times of rapid change, is a matter and vital. 7- Teachers will have new strategies and techniques for their work and direct participation in decision-making than their predecessors. The curriculum revision development plan in Turkey is expressed in Figure 1 as a general concept.

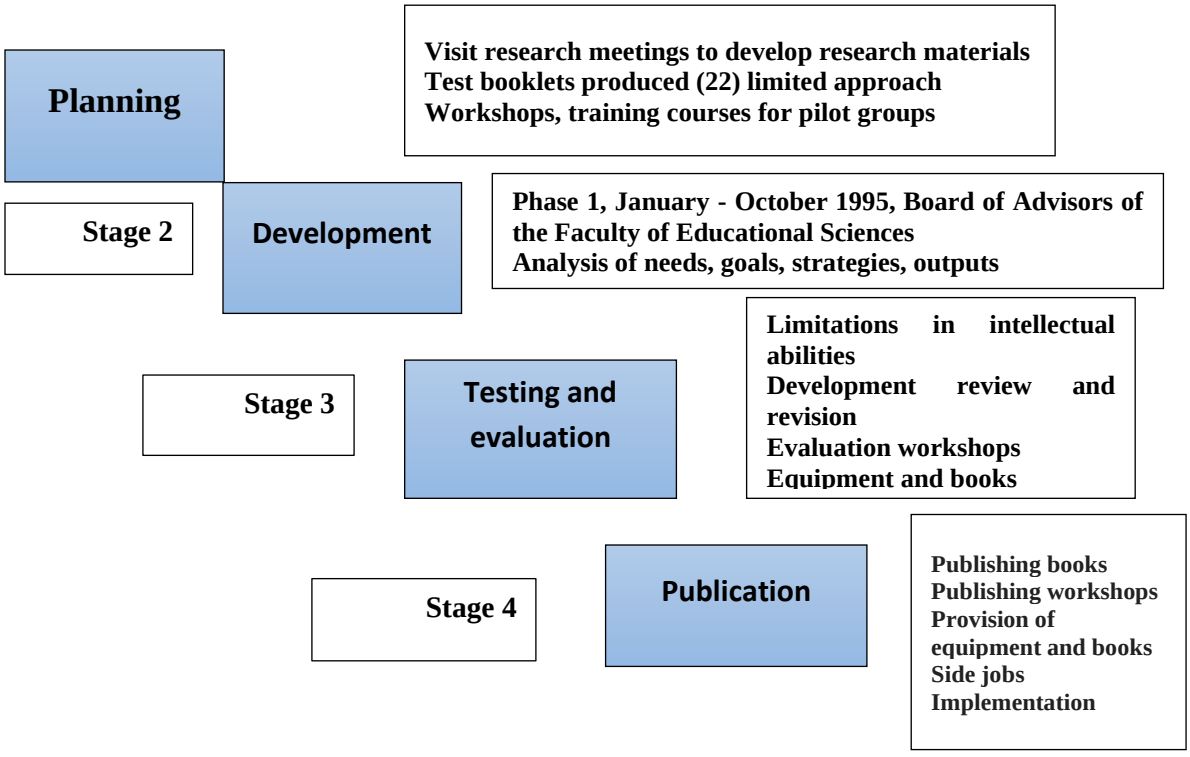


Figure 1. Curriculum revision development plan

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The goals of revising the Turkish teacher training curriculum: Revision of the curriculum begins based on the needs received from the users, then it is analyzed and discussed by prominent teachers who finally reach a consensus on the goals, content, and implementation. 2-Revision of ideas, activities, and other materials related to It also includes the developments and achievements of teacher training curriculum review in other countries. 3- It is based on a student-centered and constructivist approach and makes students learn. 4- Students' textbooks with the help of guides, which included revised curricula including content, student training, educational activities, and instructors' guides. 5- It is necessary to hold a comprehensive system of training courses related to new cases. 6- Equipment, devices, educational resources and reference books related to revisions should be provided.

A comparison of the curriculum revision at the University of Adelaide with Susie McCand's model and the teacher training curriculum revision of the National Education Growth Project is described in Table 2:

Table 2. Comparison of two Adelaide models and the National Teacher Training Project

Model	**Features**	Similarities	Differences
Curriculum review at the University of Adelaide with model Susie McCand	1. Continuous validation of evidence and findings 2. Organization of resources 3. Procedural attention to the student experience 4. Process evaluation with the help of survey 5. Systematic approach in collecting information 6. Up-to-date information seeking behavior from different sources 7. Strategic approach in choosing priorities 8. Emphasis on the internal consistency of curriculum elements 9. Paying attention to new and knowledge-enhancing courses with current global indicators	Both models have adopted a strategic and long-term approach in the curriculum revision process. Both models have emphasized on new international indicators and standards for the field and curriculum revision. Both models have emphasized the role of the student and his experiences Both models considered information and ideas as one of the basic foundations to continue and facilitate the revision process of the curriculum.	The revision of the curriculum at the University of Adelaide emphasized more than the second model on the internal coherence and continuity of the curriculum elements. The teacher training curriculum revision project has paid attention to the role of domestic and foreign participants in the field of revision with a comprehensive and macro perspective. The approach of the teacher training review project is more research-oriented, while the Adelaide model approach is more of an organizational educational aspect The published results of the teacher training review project were more extensive and have both executive, research and equipment aspects The Adelaide model has emphasized strategic planning indicators in the curriculum revision process. Feedback and process measurement play a more important role in the Adelaide model and are considered as a source of information and flexibility.
Revising the teacher training curriculum of the national education growth project	1. Major emphasis on needs assessment 2. A research-oriented approach in the review process 3. Wide distribution of new curricula in the form of books, workshops, equipment 4. Comprehensive attention to the role of participants 5. Knowledge sharing 6. Communicating between educational space and facilities with organizational space and facilities 7. Continuous dissemination of ideas and their testing and modification		

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The interview method was used to collect experts' opinions. The opinions and experiences of the professors were coded in the field, and then each interview was recorded in the coding table by the interviewees after confirming their accuracy. Then, in order to find out the meanings and messages hidden in similar codes it was categorized. After the reviews and extracting the concepts, coding the interviews, categorizing the concepts, the steps are as follows:

The concepts of the pre-revision stage (reasons for the revision) were the following: - Popularity in the local community - Cultural demands - Local self-discovery - Suitability of learning content with the mission of the university - Updating curriculum components - Development of students' needs (professional needs) - communication needs - personal needs) - coordination of learning content and time.

Concepts of the revision approach (stage before the revision): experience approach and fading activity - regional approach - course fusion approach - feasibility approach - professional expertise approach.

Determining the principles of revision (the stage before the revision): principles of self-management (recognition of correct knowledge - search for professional knowledge - application of information - strengthening self-leadership learning skills - opportunity for social learning) - core competence principle (professional ability - professional action) - professional self-management - general competence) - community-oriented principle (local and indigenous knowledge - ecology curriculum unit) - justice-oriented principle (content justice - educational opportunity for regions). The concepts of native components to be revised (pre-revision stage): cultural elements (understanding cultural characteristics, promotion of cultural capital, continuity of successful communication with society) - spiritual elements (alignment of science and religion, suitability of moral texts with the needs of society, lived religious experience) - Geographical-native elements (knowledge of the ecosystem, reflection of local-regional diversity, attention to history, nature) - Ethnic literacy (reflection of local-regional diversity, general beliefs of the region). Concepts of preparation stage for revision (pre-revision stage): justifying the performers - involving professors - providing financial resources - creating the structure of the educational environment - providing empirical support - adherence and loyalty and belonging.

And finally, the implementation stage of revising the following concepts has been achieved.

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Table 3. Compilation and revision of goals and lessons, revision implementation stage

Concepts of the same category		Replaced concepts
-Determining the standard and criteria to expect from each discipline -Revision of the standards and criteria of each discipline according to the needs of the students -Improving and updating the standards and expectations of each discipline to suit educational needs -Matching the goals and criteria of each discipline -Writing lesson objectives based on predetermined criteria -Clear and precise explanation of goals in regional lessons		Standardization
-Delete parrot-like memorization lessons, -Lessons regardless of teaching efficiency, -Deleting lessons that are not up-to-date -Eliminating purely translation courses and not creating competence		Removing lessons without merit
-Common lessons for all students to build general competencies -Passing some common lessons, regardless of majors -Units for having religious information -Lessons for mastering the national language and interest in the environment	General skills lessons	Compilation of lessons with professional teacher competence
-Having lessons with educational content and methods - Having Islamic educational lessons	Educational competency lessons	
- Using specialized lessons of other disciplines to specialize in our own field.	Basic lessons	Specialized competency courses
- Teaching lessons for specialized knowledge and skills of each discipline	Main lessons	
- Having lessons for information and awareness of his field	Educational-thematic lessons	
-Lessons with appropriate native and regional examples and examples in the learning content, -Having interdisciplinary courses to consider local conditions and successful teaching, -Determining the expected regional competence, such as: the good and the bad of the local community in the curriculum, - Lessons based on beliefs, religious beliefs and local custom- Lessons with past content of local people, famous people and local cultural heritage	Native competencies	Compilation of ecology and regional lessons
-Correcting practical and theoretical lessons for the desired competence -Determining the right time for objective experience in practical lessons -Changing the hours of practical and theoretical lessons to have skills	Flexibility in being practical and theoretical	Correction of lessons Based on the fulfillment of qualifications
-Emphasis on interdisciplinary lessons based on each discipline and their application -Emphasis on internship to integrate the contents of different lessons -Revision of the teaching method to relate the content with the teacher's skills	Emphasis on interdisciplinary courses	
-Determining the main courses of the field, -Determining prerequisite courses, -Determining the longitudinal relationship between lessons -Determining the place of each course among the rest of the course -Determining regional and local lessons		Revision in the organization of courses
-Revision of placement in general, educational and specialized courses -Reviewing and matching the content of competencies with the learning conditions of different subjects, -Increasing teaching method units for more successful teaching	Reviewing the type of competencies	Revising the content of core competencies
-Revision of teaching hours for each lesson unit -Revision of the proportion between hours and study units -Suitability of hours and necessary competence in each lesson -Determining hours for local and regional lessons	Set the time	
-Changes in compulsory and elective courses based on the needs of the day, the field and the ability of the university -Being in optional or compulsory courses	Compulsory and optional	
-Determining practicality and theory, hours and number of lessons in the chapter -Redefining the abilities and competencies expected from each course -Reviewing lesson objectives following changes in competencies -Alignment of goals with regional criteria and standards -Alignment of goals with national criteria and standards -Determining the outlook and future of each lesson		Revision of the subject of the lessons

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Table 4. Enumerator participation and review levels, review implementation phase

Concepts of the same category		Replaced concepts	
-Revision of details with the opinion of the top people of the teaching festival with the ability to recognize the real needs of teaching -Opinions of graduates of the last 3 years -Current final year students -Student representative of teachers who are studying		Representative of students and graduates	Synergy at the campus level (participation at the core of the revision plan)
-Professors with teaching experience in campuses -Former student and current professor of Farhangian University		Professors with lived experience of Farhangian University	
-distinguished professors of the provinces -Lovely professors with a high score in the site evaluation		Popular local professors	
-Manager of groups of disciplines -Groups of each lesson to agree on learning content		Groups managers	
-Curriculum planning professors to approve the review of educational content -Professors of philosophy	Curriculum planning professors	Curriculum planning professors	
-Local people with work experience in education and Farhangian University -The representative of the professors of each specialized field in the province -Psychologists	Professors of various fields		
-The opinion of consultants with work experience in Farhangian University -Educational representative of the Department of Education	Experts in education		
-Professors with experience in the comparative study of teacher training - Professors with experience in the international study of teacher training	Specialists in comparative studies in the field of teacher training		
-distinguished teachers with previous work on learning content and recognizing the weakness and strength of the content -Teachers with good teaching, working on lessons and doing good projects		representative of distinguished teachers	
-Expert of education and research officials to match the changes with the regulations - The presence of selected experts based on the type of decision	Selected experts based on need		synergy at the level of provincial campuses (revision secondary plan)
-Heads of the campuses for general review of the changes -Educational assistants of the campuses	Provincial campus managers (high and middle managers)		
-Selection of local people based on need - People selected by the university based on the need and necessity for each decision -Manager of groups for the correctness and coordination of changes with decisions at the group level	Groups managers and selected people of the university		
-The representative of the manager of the participating groups in the provincial campus -Selected representatives from educational groups	The representative of the manager of the provincial groups		Synergy at the regional level (final regional review)
-Representatives of the Council of Provincial Campuses to agree on programs -Elected representative in provincial campuses based on the type of decision	Representative of the synergy group of campuses		
-Educational supervisor of education -Selected experts in education -Expert in overseeing the supply of human resources for education	Regional education representative		
-Representative from the office of the leadership -Representative of the local elders of each province	Representative of the social groups of the regions		
-Selection of experts based on the type of decision based on the opinion of the region - Selection of local variable people based on necessity and opinion of the region	Regional elected members		

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Table 5. The activities of participants in the review, the review implementation stage

Concepts of the same category	Replaced concepts	
-Revision of necessary qualifications for a teacher -Reducing and increasing the hours of lessons based on local needs -Determining the basic points and necessary items for native revision -Specifying changes in the goal, content or methods of learning -Revision of the lesson headings based on climatic conditions, customs and daily information -Change in practicality and theory of learning content	Participation in the development of educational content	Campus Review Committee
-Obtaining information from different people to review and change the plan -Finalizing the revision of the program based on local conditions	Finalizing the local program	
-Informing the rest of its members and provincial campuses about the progress of the work -Dividing work among members and following up members' activities	Notification and division of work	
-Using a large number of academic natives -Representatives of local groups who were also present in writing the content	Maximum participation of native people	
-Compliance of the new program with the rules and regulations -Investigating the ability to implement the revised program at the provincial level	Possibility of implementation	Provincial Campus Review Committee
-Talk and review the revised program on campus -Making the final decision about the implementation and implementation of the review based on the facilities and laws	Final decision in the province	
-Not approving the program due to lack of facilities or non-compliance with the rules	Rejection of revision	
-Approving the program in the province and sending it to the region	Acceptance and delivery to the region	
-Adapting lessons to the needs of several provinces -Prioritizing lessons based on the needs of the regions	Prioritizing lessons	Regional review committee
-Accompanying the review with long-term plans for the region -The possibility of implementing the program based on the facilities and equipment available at the level of several provinces and regions	Feasibility in the region	
-Approval of the revised program for several provinces -Not approving the program and sending it to the provinces for revision	Approve or resubmit for review	

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Table 6. Curriculum publication stage

Concepts of the same category	Replaced concepts	
-Being a part of local people by bringing their language, customs and cultural occasions in the learning content -A sense of success in accompanying the new program and other performers -A positive view of what they learn -The important role of local representatives' awareness, acceptance and belief in the revised program -Effective presence of local and indigenous representatives in the review	social support	Internal factors of publication
-Ensuring that the current position of the performers is not jeopardized -Not resisting the new program and not destroying the success of the program -Not imagining the efficiency and better performance of the previous program -Welcoming changes in learning content	Creating a positive atmosphere and de-biasing	
-Explanation of the advantages and positive points of the new program by the accepted and respected professors of the implementation of the program -Allowing talk between all performers to do their best work in action -The participation of locally accepted people in the implementation -Providing awareness and more information to campuses and professors about the new program -Accepting and cooperating in the implementation by those who participate in the program -Discovering new angles of the subject with the participation of more people -More people from each province and more support in implementation - Working with a large number of groups and more fans of the program -The participation of the representatives of each province in briefing sessions for the proper implementation and support of the program	Increase participation and support	External factors of publication
-Setting up a workshop with daily information to implement the new program -Training professors to perform by participating in revision -Training teachers by sending instructions before implementation -Fixing the task of briefing meetings and monitoring them -Establishing a training class to coordinate the professors with the new program	Pre-training of professors	External factors of publication
-Encouraging participating professors by giving points and rewards -Financial encouragement or points to all performers	Encouraging participants	
-Modification of previous instructions -Explaining how to implement in the form of new directives	Notices	Defining opportunities and requirements
-Convening a meeting for the best work and implementation based on the conditions of the region -Converting goals into applicable and practical goals -Timely distribution of the new program to the regions	Clarification	

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Table 7. Monitoring and feedback stage

Concepts of the same category	Replaced concepts	
-Periodic review at the end of each semester -Strengthening the revision process by recording the feedback of each semester -Taking care and not abandoning the program until the end of 3 years	Feedback from the review status or process	Feedback and intervention process
-Asking students at the end of the semester to answer new sources -Evaluating the compatibility of new content with the topics and students' needs through professors -Assessing the compatibility of the teacher's teaching with the new content by asking students -Evaluation of the program with the review team of the provinces	Responsiveness assessment	
-Finding episodes that do not proceed according to the set items -Finding courses that do not meet the student's academic and work needs -Knowing the lessons that need to be reviewed again -Knowing the cases for which revision is not appropriate	Diagnosis	
-Correcting mistakes in minor cases outside the revision procedure -Revision of the lesson source by the teacher	Minor revision and elimination of deviations	
-Using a large number of professors, people and different opinions for better methods -Improving review methods by recording feedback from the program - New review methods to suit the learning content of the day	Improving review methods	Continuous improvement of the review process
-Examining the status of the program at the level of campuses, provinces and regions -Timely compensation for weaknesses and deviations -Lack of prejudice and sense of ownership to the new program -Knowing the strengths and weaknesses of the program	Monitoring based on the knowledge of weaknesses and strengths of the program	
-Attention and supervision on the correct implementation of the headings -Control over the teacher's teaching content -Fast and timely implementation of revision work - Constant monitoring of the goal, content, native features and revision methods	Continuous review of processes	
-Recording feedback at the end of each semester and correcting minor issues at the campus level -Comparing the content quality with the standards in the final semesters in the province and region -Evaluating the teacher's abilities in the internship and announcing opinions to the revision or correction committee with the professors -Collecting and sending comments from provincial campuses to regions for correction	Evaluative view along with intervention in the process of acquiring competencies	
-Asking or seeing the success of the graduates in the practical work of the class based on the material they have been taught -Asking graduates about their strengths and weaknesses in teaching and establishing friendly relationships -Ability to find answers to questions using various sources in graduates -Graduates' ability to convey concepts well	Continuous assessment of graduate students	Evaluation and continuous review
-Evaluation of students' teaching knowledge based on the revised program with the end-semester exam -Having knowledge and information to be a better teacher with the new program -Changing their views and interest in being a teacher by measuring interest in teaching in internship -Seeing the educational competence of students with the ability to do internships -Attention to teacher experiences for general and general competence -Using information in practice and having a commitment to work for graduates	Monitoring professional teacher competencies	
-Having an independent and motivated teacher with theoretical units and teaching methods - Assessing the student's two-way communication ability with children - Assessing the ability to find the learning material	Monitoring the characteristics of a competent teacher	
-Repetition of the general review every 3 years based on the review regulations -Revision every 4 years - Repeating the review based on the opinion of the graduates of each course -Overall evaluation of revision with a comprehensive exam at the end of the course		Continuity in evaluation and review every 3 to 4 years

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To evaluate the model in the pre-revision stage, the sub-components related to the five components of reasons for revision, approaches to revision, determination of principles of revision, determination of indigenous components of revision and preparation for revision in the form of questions 1 to 27 were compiled and using SPSS software with consensus coefficient was examined. In the implementation of the consensus coefficient of the revised local model, in the revision approaches component, sub-component 9, which is related to the regional approach, is removed from the local model with a coefficient of 0.10, which is less than 0.42. Also, in the component of determining the principles of revision, subcomponent 16, which is related to the community-oriented principle, is removed from the native model with a coefficient of 0.40, which is less than 0.42. In the component of determining the indigenous components of the review, subcomponent 19, which is related to spiritual elements, is removed from the indigenous model with a coefficient of 0.40, which is less than 0.42. The highest agreement coefficient in the reasons for the revision is the updating of curriculum components, acceptability in the local community, local self-discovery and the development of students' needs. The highest agreement coefficient in review approaches is related to experience and activity-oriented approach and professional expertise approach. In determining the revision components, the consensus coefficient is the same in the cultural, geographical, native and ethnic literacy elements. Finally, in preparing for the review, the highest agreement coefficient is related to the provision of financial resources and social support. In the results of the agreement coefficient of the native model of the review in the implementation phase of the review, it was compiled in the form of questions 28 to 49 and using SPSS software with Lawshe's agreement coefficient was investigated. In the component of compiling and revising competency-based goals and courses, sub-component 33, which is related to revising the organization of courses with an agreement coefficient of 0.30, which is less than 0.42, will be removed from the native model. In the component of participants and levels of participation, all sub-components of the main participation of the initial plan at the campus level, the secondary plan of revision and synergy in the provincial campuses, the final regional revision and synergy at the regional level, the agreement coefficient is approved. In the participants' activities component, sub-component 40 of finalizing the local program at the campus level with an agreement coefficient of 0.40, which is less than 0.42, is removed from the local model. Also, sub-component 45, which is related to the rejection of revision in the provincial campus with a

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consensus coefficient of 0.0, and sub-component 47, which is related to the prioritization of lessons in the region with a consensus coefficient of 0.40, and sub-component 49, which is related to approval or sending for re-review in the region with a coefficient of 0.40 that is less than 0.42 is removed from the native model.

Table 8. Lawshe coefficient to check the content validity of research questions (CVR)

Components	Subcomponent	N of "necessary" option.	N of "useful but not necessary"	N of option "not necessary."	CVR	Result
Prepare for review	- Justification of the performers	17	3	0	0.70	✓
	- Engaging professors	18	2	0	0.80	✓
	- financing	20	0	0	1	✓
	- Creating the structure of the educational space	16	4	0	0.60	✓
	- Providing social support	20	0	0	1	✓
Compilation and revision of goals and courses based on competence	- Group link	17	3	0	0.70	✓
	- Standardization	14	5	1	0.40	☒
	- Removing lessons without merit	16	3	1	0.60	✓
	- Compilation of lessons with professional competence as a teacher	18	2	0	0.80	✓
	- Compilation of ecology and regional lessons	16	3	1	0.60	✓
	- Modifying lessons based on the realization of competencies	15	4	1	0.50	✓
	- Revising the organization of lessons	13	6	1	0.30	☒
	- Revising the content of core competencies	16	4	0	0.60	✓
	- Revising the headings	19	1	0	0.90	✓
Contributors and levels of participation	- The central participation of the initial plan at the campus level	18	1	1	0.80	✓
	- Secondary revision plan, synergy at the level of provincial campuses	15	4	1	0.50	✓
	- Regional final review, synergy at the regional level	20	0	0	1	✓
Activities of participants	- Participation in the development of content at the campus level	18	2	0	0.80	✓
	- Finalizing the local program at the campus level	14	5	1	0.40	☒
	- Notification and division of work at the campus level	18	2	0	0.80	✓
	- Participation and support of indigenous people at the campus level	17	3	0	0.70	✓
	- The possibility of implementation in the provincial campus	18	1	1	0.80	✓
	- Final decision making in the province in the provincial campus	15	2	3	05.0	✓

According to the examination of the salient features and the differences and similarities of these two models, it is concluded that all the elements of the models should be used with a comprehensive and comprehensive approach, and only one model is not the answer for all conditions, courses and universities. It can be said: the structure Higher education, the curriculum planning system of Farhangian University and the available facilities and equipment are very

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decisive in this process, but the main issue is the vital necessity of revising the curriculum of Farhangian University.

Discussion

A scrutiny of advancements in higher education reveals that higher education has consistently been a dynamic establishment, evolving in tandem with societal, cultural, and cognitive progressions, necessitating current investigations. Within this context, the current research has briefly examined the elucidation of curriculum revision, obstacles, influencing factors, and the implementation framework in the realm of educators' curriculum revision. The model derived from McKenna has scrutinized educators' curriculum revision process from a strategic and long-range standpoint, possessing a cyclical and continuous dimension. This model delineates the elements of curriculum revision stages, encompassing objectives, decision-making, a methodical approach that is systematic, and subsequently underscores interpretative and analytical processes, displaying adaptability. Noteworthy is the pivotal role played by the structure and stakeholders within this model. Subsequent phases such as project design, development, trial, assessment, and dissemination are identified as key stages, with this model advocating a managerial standpoint in the revision process, underscoring the significance of participants. It is boldly asserted that a comprehensive, research-oriented approach was employed in participant selection. In conclusion, it can be inferred that, as expounded by the aforementioned models, the efficacy and nature of curriculum revision implementation are heavily influenced by both internal and external factors. Studies by Azimifar et al. (2018) and Khangah and Hosseinzadeh (2015) have explored the impact of evaluation on teaching; Hevadavand and Heidar Yafar (2016) have examined the influence of individual traits and teachers' language, lesson planning, and communication skills on teaching quality; Khangah and Hosseinzadeh (2015) have addressed various factors affecting educational efficiency, including content delivery, professional interactions, student development, collegiality, conducive classroom atmosphere, class respect, and appropriate instructional evaluation; Shabani Varaki and Hosseingholizadeh (2023) has explored the significance of lesson planning, effective teaching implementation, instructional assessment, and faculty interpersonal relationships on teaching quality.

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The expertise of the faculty members, their pedagogical abilities, the curriculum content, and the student population all contribute to the quality of education. Fathi et al. (2012) identified various obstacles influencing curriculum revision, including intra-academic, extra-academic, economic/financial, motivational/human, and professional/occupational obstacles. Moreover, based on the perspective of faculty members at Shahid Beheshti University of Medical Sciences, similar obstacles were highlighted.

Efforts have been exerted to preserve a distinct identity in the proposals for enhancing teacher training programs. It is advisable to opt for a model emphasizing unity and local relevance in the enhancement of our nation's teacher training schemes. The process involves: 1- Surveying cultural values and societal needs, assessing current situations, ensuring quality outcomes, promoting knowledge generation, enhancing teacher readiness, fostering talented individuals, nurturing personal attributes, and advancing national development. 2- Establishing university objectives encompassing short-term, medium-term, and long-term goals with a knowledge-based approach. 3- Identifying strategic discrepancies by addressing labor market needs, student teacher requirements, promoting entrepreneurship and creativity, scrutinizing objectives, focusing on knowledge, attitude, and skill dimensions. 4- Defining specific departmental objectives. 5- Determining activities, benchmarks, methodologies, and outcomes. 6- Utilizing evaluation findings to enhance programs. 7- Providing support services. 8- Reviewing and assessing outcomes aligned with discipline-specific objectives, achieving knowledge-based goals, evaluating skills and attitudes through diverse quantitative methods, gauging goal attainment levels, finalizing program evaluation. 9- Executing predetermined plans, achieving goals, establishing conducive operational environments, grasping program implementation strategies, utilizing material and immaterial resources, overseeing implementation, validating program alignment with initial design, crafting evaluation schemes, adjusting and amending as necessary, establishing evaluation standards and protocols. 10- Emphasizing feedback and revisions by ensuring appropriate feedback mechanisms and corrective actions.

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Data availability statement

The original contributions presented in the study are included in the article/supplementary material, further inquiries can be directed to the corresponding author.

Ethics statement

The studies involving human participants were reviewed and approved by ethics committee of Farhangian University.

Author contributions

All author(s) contributed to the study conception and design, material preparation, data collection and analysis. All authors contributed to the article and approved the submitted version.

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Conflict of interest

The author(s) declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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