

The Farhangian University and its position in Training Knowledge-Based Human

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1 Abstract

After the approval of the Iran's Supreme Cultural Revolution Council (SCRC) in 2011, and aggregation of all teacher training centers (with old historical and experience backgrounds in teacher education in Iran), Farhangian University was established and began its activities in January 2012. Farhangian University (Teacher Education University) is considered as one of the foremost centers for teacher preparation programs and education. The education system is that each of the sub-systems such as subsystems of educational Administration and Management, curriculum, teacher training and supply of human resources, Supply and allocation of financial resources and subsystem of providing space, Equipment and Technology. Meanwhile, according to the all of the scholars, we can say that the most important effective sub-system and efficient in achieving the ultimate goals is the sub-system of teacher training and supplying human resources. In this paper, the position of Farhangian University in training knowledge-based human will be discussed.

Keywords: Knowledge-Based, Human Training, Education, Farhangian University, Teachers.

1. Introduction

Education as an essential activity in the development of society has seen major transformations, from which the new models and methods of the modern educational system have resulted. The relationship between individual and society becomes more complex via education, as the individual gains capability to make his contribution that would balance the benefits of his living among other individuals.

In the society of the future, education will play the key part in the way of life specific to this education and knowledge-based human training. Introducing in the educational system of new learning and

teaching techniques is a prerequisite of national cultural success, as much as it is also a prerequisite of knowledge-based human training. (Jafari and Rezaee, 2014)

In the knowledge-based human training, the individuals need to be trained across the various levels specific to the professional forming system, adapting to the demands of knowledge based society. The knowledge based society have changed the political, economic, social and moral background of the world. The new society is certainty and is one of organizations, where the primary resource is knowledge. (Snell et al., 2015) A knowledge based society implies a large demand of overly-qualified workforce, forcing the population to learn how to operate with information and knowledge. Therefore, the development of the knowledge based society is dependent on the creation of knowledge, on its spreading via tuition and education and on its dissemination via communication and on its involvement in technological innovation. The outlook of societies supporting knowledge-based human training is shaped by the human creative potential, that increases the importance of the innovative process and knowledge dissemination process in the modern society. In this paper we discuss about the role and position of Farhangian university as teacher training institute in Iran from the knowledge based human training point of view. (Shafiei, 2014)

2. Literature Review

The tutors' professional skills continue until it can be succeeded in successful and effective teachers' education. Mehrmohammadi (2004) refers to successful and effective teachers that a successful and effective teacher is one who can arrange the learning goals in the class and exploit scientific researches in

his class and in offering learning homework, its amount in feedback type and uses superior and knowledge based techniques. According to Mehrmohammadi (2004), a successful and effective teacher is one who arranges a part of his professional duty or learning goals by employing power of interpreting, explaining and probably matching the techniques acquired from scientific studies and can match intelligently and consciously the scientific studies findings with his class special conditions and characteristics and has to actively participate in professional knowledge creation and production throughout professional duty and following learning goals.

Tolstoy says (Doll, 1987, as cited in Deo Tolstog) that the best teacher is one who can create new methods. Zahoric (1987) believes that it's necessary for the teacher to act as a researcher throughout teaching-learning and try continuously to find reality by exploiting problem solving skills and follow the professional perfection growth way. Mehrmohammadi (2004) sates that the teacher should provide opportunities during teaching-learning so that the students think about what they have educated and questioning habit is create and boost in students.

Further, according to Blömeke and Paine (2008), the best teacher is one who put the students in the way of self sufficiency feeling from himself and try to form that feeling gradually in him." All above mentioned issues and other quotes and writings indicate that it is not simple to educate the mindful and thinker teachers, who can exploit their knowledge in specific conditions of the class and provide the basis for students' challenging, creative and intelligent activities and cause to remove educational challenges and rise the qualitative level of teaching-learning process through their practical researches - action research -, until students produce knowledge by themselves first and then introduce and solve the problem, which certainly is not easy. It is tutors' responsibility which has got some professional and practical skills such as creative thinking, intelligent thinking, problem-solving skills, research and action research skills, skills to exploit effective teaching in class specific conditions, skills to utilize modern educational media in effective execution of teaching-learning processes, etc.

Thus, it is necessary to investigate about the qualitative level of tutors professional skills. It has been regarded as a necessary issue by students as educational executers and executer for the document

of national curriculum evolution and by managers as educational controllers and coordinators and by tutors themselves whose idea reflexes their view toward multiplicity of the mentioned issues in their professional skill different aspects which tutors weakness and strength points in this regard and transition ways from challenges and improvement in tutors professional and practical conditions and situation through contemplation in research results. Blömeke and Paine (2008) declare that having a look at experiences of different countries shows that the most important economic, social and cultural evolutions factor is their wide attention and investment in education and training especially in recent decades. They believe qualitative education and training is the best capital which could be gifted to the next generation. In that way, their thoughts could be enriched and develop thinking power, creativity and new methods innovation. It is important to study the teachers' educational structure and content in order to obtain that goal.

A thinker teacher is one who is effective. Therefore, teacher's educational program should be designed so that encourage wisely actions, grow teachers' professional skills, mix the theory and practice, allocate considerable time to internship and let the tutors of Teachers Training Centers to prototype wisely actions and facilitate partnership among universities, schools and teachers. Teacher's training programs should be developed in a way so that teachers could promote learning throughout life. Teacher's training programs should recognize and offer teachers' necessary principle knowledge. Teacher's training programs should answer to their society needs using practical guidelines. Teacher's training programs should concentrate on boosting and bringing up the problem solving skills. Today's teachers are facing with needs resulted from new conditions and situation toward teaching-learning processes. He should act differently in relation to traditional class and equip himself with modern knowledge and skills so that he could answer today's educational challenges and necessities.

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3. The Vision of Farhangian University (Teacher Training Univ.)

The purposes of Farhangian University are:

Providing, training, and empowering the human resources of Education Ministry, pioneer in education, research, production, and dissemination of knowledge needed in education, excellence in education and professional training based competency, enabling the use of new educational and training technologies in the mission, based on criteria of Islamic system, enabling the prosperity of nature and talents, etc. (Statute of Farhangian University, 2012).

4. The Mission of the University

- Training of capable, competent, evolutionary educational and training administrators, based on the principles of Islamic teachings and native requirements.
- Empowerment and promotion of educational, cultural, and skills knowledge through short-term training after obtaining permission from the competent authorities.
- Improvement of students and teachers' abilities to develop interdisciplinary teaching skills.
- Conducting studies, applied research and producing the knowledge needed by the Department of Education
- Publishing magazine, scientific books, pamphlets, producing software and computer programs relevant to the aims of the university, according to relevant regulations.

5. Content and Skills For knowledge-Based Training

Knowledge involves two strongly inter-linked but different components: content and skills. Content includes ideas, facts, principles, evidence, and descriptions of processes or procedures.

The skills required in a knowledge society include the following:

- *Communications skills*: as well as the traditional communication skills of speaking, reading and writing clearly and coherently, we need to add social media communication skills. These may include the ability to create a short YouTube video to capture the demonstration of a process or to make a sales pitch, the ability to reach out through Internet to a wide community of people with one's ideas, to receive and incorporate feedback, to share information appropriately, and to identify ideas and trends from elsewhere;
- *The ability to learn independently*: this means taking responsibility for working out what you need to know, and also where to find that knowledge. It is an ongoing process in knowledge-based work, because knowledge base is constantly changing. Incidentally we are not talking here necessarily of academic knowledge, although that is changing; it could be learning about new equipment and new ways of doing things, or learning who are people you need to know to get the job done;
- *Teamwork and flexibility*: although many knowledge workers work independently or in very small companies, they heavily depend on collaboration and the sharing of knowledge with others in related but independent organizations. In small companies, it's essential that all employees work closely together, share same vision for a company and help each other out. The 'pooling' of collective knowledge, problem-solving, implementation requires good teamwork and flexibility in taking on tasks or solving problems that may be outside a narrow job definition but necessary for success;
- *Thinking skills* (critical thinking, creativity, problem-solving, originality, strategizing): of all the skills needed in a knowledge-based society, these are some of the most important. Businesses increasingly depend on creation of new products, new processes and new services to keep down costs and increase competitiveness. Universities have always prided themselves on teaching such intellectual skills, but we have seen that increased move to larger classes and more information transmission, specially at the undergraduate level, challenges this assumption. It's not just in the higher management positions that these skills are required. Particularly trade's people are increasingly having to be problem-solvers rather than following standard processes that tend to become automated. Anyone dealing with public needs to be able to identify needs and find appropriate solutions;
- *Knowledge management*: this is perhaps the most over-arching of all the skills. Knowledge isn't only rapidly changing with new research and new developments, and rapid dissemination of ideas and practices over the Internet, but sources of information are increasing, with great deal of variability in the reliability or validity of the information. Therefore the knowledge that an engineer learns at university can quickly become obsolete. There is now so much information in the health area that it is impossible for a medical student to master all drug treatments and medical procedures and also emerging science such as genetic engineering, even within eight year program. The key skill in knowledge-based society is knowledge management: how to find, analyze, apply, evaluate and disseminate information, within particular context. This is a skill that graduates will need to employ long after graduation.

6. Education – A Fundamental Activity in The Knowledge-Based Human Training

Education has played and is still playing an important role in forming and training the individual throughout his existence. Several authors underline in their works the importance of education over the time. Rousseau (2002) came up with a definition of education starting from three basic sources: nature, objects and humans. Spontaneous development of our organs and competences is education provided by nature. Day to day utilization of these competences is the education transmitted to us by

other humans. Personal experience gained from the tools and things surrounding us, is education provided by objects.

The Larousse dictionary (1995) defines education as the action of forming, training individual for the purpose of applying the acquired knowledge. In the Romanian Encyclopedic Dictionary (1996), education is defined as a fundamental verbal process of transforming the life experience of children and young individuals in order to be better prepared for life and for their integration in society with benefits for the individual as well as for society.

Several authors underline the fact that “the secret of the future society is education. But not in the old-fashioned concept of teaching, but of permanent education, over entire lifetime, in order to gain superior competences: to verify, to create, to conceive and to invent.” However nowadays society enforces some specific traits of the whole educational process that are anchored into the reality of the present. On global level, education is regarded as a phenomenon, one of those activities that can favor communication through its very specific functions, as well as establishing close communication links between different countries, geographic areas and across various cultures. We cannot overlook education’s role of forming and informing the individual, being social phenomenon that in turns constitutes an important dimension of any philosophical approach of education. Education isn’t only about putting the individual in contact with values, but also raising him to level of these values, than extending this process from individual level to the society level, therefore increasing its value and functionality. One of the specialists on education, Hallak (1990), stated that “education is human right, since it leads to individual creativity, increases the participation to the economic, social, cultural activity in society, contributing this way to the process of human development”.

Education leads to lower incidence of health problems, reduced mortality and increased life expectancy. Health education, if included in general education, tied to common organisms or other means of communication, can be less costly and more effective. In a world of evolution, of technological know-how, education plays essential role. It’s a top rank social institution that can contribute to increased democracy and equality, facilitating rapport between man and nature. According to A. Töffler (1991) „we are living a moment in which the whole power structure that kept the world together is falling apart and a new power structure is being born, affecting human society on every level, and such power structure is knowledge”. Therefore developed countries of the world will rapidly evolve on the coordinates of a so-called knowledge based society, and the new direction of society will be towards knowledge and learning. Given this context, education stands as the basis for a society focused at the future, and knowledge becomes key component of economic and social growth.

7. Excellent Teachers and Their Role in Knowledge-Based Training

Evidence shows that, teachers’ effectiveness plays an important role in making a difference in student learning. Darling-Hammond (2000), found in the previous studies that, students who are assigned to several ineffective teachers in a row have significantly lower gains in achievement than those who are assigned to several highly effective teachers in sequence. Similarly, Hanushek and his colleagues (cited from Darling-Hammond (2000) notice that, replacing average teachers with excellent ones helps to erase the gap in math between disadvantaged students and rich students. High qualified teachers are teachers who have excellent pedagogical knowledge and skills that contribute to students’ success. In conclusion, an excellent teacher is the one who is a subject matter expert, pedagogical expert, excellent communicator, student-centered mentor and a systematic and continual assessor. At our University excellent teachers are considered as:

- New pedagogues (who are teach creatively, develop student potential in context of globalization and ICT development)
- New educators (who educate global citizens)

- ICT users
- Researchers and Community activists. How to recruit, train and use excellent teachers is a concern everywhere including in Iran.

8. Factors That Impact On The Quality of Teacher Training

Educators consider quality of teacher training results from the training process, job experiences, continuous learning and professional enhancement. The quality of teacher training is impacted by different factors:

- Inputs: teacher student competencies; teacher standards and the quality of the teacher education curriculum; training conditions (quality of lecturers of the training colleges; learning environment and infrastructure)
- Quality of instructional processes
- Outcome quality
- Policies of using and creating a working environment for the professional development of teachers

Because these factors impact teacher quality and professional development, different policies are carried out in different countries to attract talented students to become teachers and attract and retain talented teachers for excellent schools.

1) *Attract, recruit, and retain capable people in the teaching profession*

This policy allows for attracting potential candidates to become teachers by creating convenient exams, financial supports and incentives, and opportunities for job as well as professional development for teachers.

2) *Develop teachers' professional norms, knowledge, and skill.*

These policies require equipping teachers with the knowledge and necessary understanding about the teaching profession to realize students' learning needs.

Teachers have to be trained in research methods and to make teaching decisions based on the research information of teaching subjects and students. In order to achieve these objectives, it is necessary to tie teacher training in higher education institutions to practicum, internships and good supervisions at schools.

3) *Create incentives and organizational conditions that support teachers' work*

Schools must have incentive policies (non-material and material) to award teachers for their achievements. Competence based payment is widely implemented in different countries to encourage excellent teachers to become leading teachers instead of becoming education administrators.

4) Realize improvement efforts on a sufficient scale, and do so equitably, within a diverse, fragmented educational environment

5) Ensure that teacher development and teaching practice relate to improved student learning all policies should help teachers invest more in student learning and for student success in their learning as well as in their future professions.

9. Teacher's Role in Learning-Teaching Approaches

9.1 Behaviorism Approach

Teacher's role in behaviorism approach is a key and determinative role. He defines the education subject and transfers information to students, controls their learning level in different stages and finally boosts their material activities.

9.2 Knowledge-Oriented Approach

The teacher's role in knowledge oriented approach is to provide a facilitating area for students' free activity. Teacher, as an intelligent guide, motivates the students for continual balancing in each stage.

9.3 Teaching-Learning Approach of Humanism School

The teacher has got a determinant role in behaviorism approach. In this approach, providing the content, controlling the learning and evaluation is on teacher, while in knowledge-oriented and humanism approaches, teacher's role is only to create facilitating environment so that the students could search in.

Mehrmohammadi (2004) says that as the learning-teaching approach is an arrangement of connected components, it is recommended to educate teachers in Teachers Training Centers according to its theoretical patterns.

Tutors' professional skills make their responsibilities more executable, easier and more effective. Skills and capabilities start from their knowledge about teaching-learning different approaches and continue until they are executed in specific situations of class. Further, they help them in answering challenges and problems and solve educational problems through necessary research actions.

In addition, skills which let them design different learning environments in order to provide students'-teachers' growth substrate in offering effective educational methods and using them in specific situation of class. Skills which are improved by technology changes are responsible for providing modern technology potentials utilization in running educational methods effectively and capabilities and skills that provide principled evaluation and measurement of learning different levels through various methods proportional to the class conditions and requirements.

- Looking at some world's progressed countries notifies us more about teachers' training and professional skills including those centers tutors.
- Practicing applied skills has been followed in the form of self-education, action research and realization and boosting teaching profession qualification in a few countries.
- In some countries, practical teaching approach in educating teachers is based on activity and emphasizes on participating in educational and researching seminars.
- Generally, practical education is done through different ways such as observing the skills and obtaining them, evaluation before skillful teachers, schools managers and university and Teacher Training Centers' professors.
- Practical education of professional skills has been followed also during in-service education in most countries especially in Canada and Germany.
- General for teachers' general qualification
- Specialized for teachers' knowledge qualification
- Training for teachers' professional and teaching qualification
- Teachers are chosen as students' teaching facilitators, continual knowledge learners, new curriculum producers and teaching new method innovators in China.
- Teaching capability, planning skills, supervision, evaluation, teaching method, class control and information and communication technology have a fundamental role in receiving teaching certificate.

10. Attention to the document of evolution as Iranian-Islamic model for Farhangian University as university-based on education

According to the important speech of supreme leader about the development model, has been proposed to the output of this evolution and the role of teachers briefly: He emphasizes that the reason for this change: 1- The simple reason is that our current system of education has not shown the capacity to train our several generations.

2. The System and its formation are imported; it is not derived from our internal needs. Of course, people always use the experiences of others.
3. We use the models of other nations and other cultures as exclusively between ourselves and our nation and did not look at the requirements and qualifications and background.
4. The evolution should be based on the creation of the independent Iranian model and arose from the spirituality and the need of this country and is in fact it derived from the pure Islam, the Islam that we believe it. We must create such a model; evolution should be referring to this. The purpose of this new model should be human resources training appropriate to Islamic Republic for education. Characteristics of appropriate person who should consider including planners, teachers and student teachers are righteous men, wise, creative, The good moral man, brave, venture, entering new fields, No inferiority complex and vanity, and relies on the faithful people of God, With complete trust, Tolerant, Optimistic and hopeful human. Islam puts it all into a complete package available to all believers and believers; Open the package we use it, and saved within your existence. Education of output should be such human. Human beings of Insular, pessimistic, frustrated, depressed, without virtue, happiness is not impious to communities and nations. Of course they cannot be the model. Development of Education is overseeing on it. One thing that must be observed in the comprehensive plan is the issue of teacher. Of course it does some good work on text books.

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11. Conclusion

An essential factor in the development of human excellence and human society, Educated and trained manpower is Resultant product is education activities. On top of all the elements of the educational process - citizenship training, there is a teacher. In the world of higher education, the teachers are great teachers and teaching methods and educational trends. They are motivated, Grown and have learned how to learn and how to learn to teach. Hence, the Job Motivation - Professional teachers and Process of teacher training, the main factor for the success of projects and the training of knowledge-based human is intended. In the knowledge-based human training, the individuals need to be trained across the various levels specific to the professional forming system, adapting to the demands of the knowledge based society. The knowledge based society has changed the political, economic, social and moral background of the world. The new society is a certainty and is one of organizations, where the primary resource is knowledge.

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