



## Future Study in the Geography Education Field of Farhangian University

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### Abstract

**Purpose:** the purpose of this article was to identify the key driving forces effective on the future of Farhangian University geography education, in order to analyze and manage them.

**Method:** For this purpose, a research community including 19 experts from Farhangian University was selected and asked for their opinions in the form of Delphi method. Furthermore, the effective components were identified by forming a matrix of mutual effects in the Micmac software, and the forces' Key drivers were extracted and analyzed after segmentation.

**Findings:** Geography education is a semi-sustainable field consisting of seven key driving forces including the development of new educational technologies, the level of group education, global experiences, the evaluation of the Ministry of Science, Research and Technology, the support of the Ministry of Education, the internal coherence of the university, educators, the effectiveness of geography science in the future life, national policies in teacher training and population changes, cooperation between the geography education group and other groups, and optimization of geography education facilities. These driving forces are placed in 7 areas.

**Conclusion:** If these key forces and areas are considered, we can hope that this field will continue its growing trend.

**Key Words:** Future studies, Driving forces, Farhangian University, Teacher training, Geography education.

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**Cite this article:** Sharifi Najafabadi, Rasoul. Yousefi Roshan, Mohammadreza .(2023), Future Study in the Geography Education Field of Farhangian University  
Research Article, Volume8, NO.2 fall & winter 2023, 219-246

**DOI:** 10.30479/JFS.2024.18901.1511

**Received on:** 13 November, **Accepted on:** 8 June, 2024

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**Publisher:** Imam Khomeini International University

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## **Introduction**

Educational systems should be adjusted in such a way that it not only meets the needs of this period, but also the future (Ramzanpour Nargesi et al, 2015:20). In such a situation, if educational institutions want to act proactively, they should turn their gaze to the age of knowledge and train forward-thinking people (Hernandez & Mayer2018:11). Since academic fields are considered one of the most important components of the university system and many of the future goals of higher education come to the fore in their form; Therefore, one of the solutions is to compile and revise academic fields (Hosseini Largani2018: 3). In this regard, the design of a continuous, precise and appropriate process according to the needs of the day and global standards and native and local values can be very effective on the future of academic fields. Considering that the teacher training institution is responsible for providing future teachers, it is expected that this structure focuses on future-oriented education and continuously self-evaluates and improves (Danielson & McGreal, 2011:3).

"Geography Education Field" is one of the first and oldest fields of study that was created to train teachers to teach geography courses in high schools. During its one-hundred-year history, this field has gone through ups and downs in teacher training universities affiliated to the Ministry of Higher Education (Chubineh, 2019: 14) and Farhangian University under the Ministry of Education (Sharifi Najafabadi, 2019: 29). This change of process and displacement of the structure caused a large part of the acquired experiences to be forgotten (Gooyaa & Gholaamaazaad, 2019:57) On the other hand, many changes will come to the fore in different world fields, which will create new challenges and opportunities in the development of geography education. In this regard, Nurpisheh et al. (2019) have suggested that in the future, Farhangian University will take a step towards wider use of modern educational technologies and provide the ground for student teachers to become lifelong learners. Sedaqat & Mokhtari Shamsi (2021) have also stated that Farhangian University's tendency to use media and new technology will improve its performance. Khorushi (2023) has also warned that foresight in teacher training programs will become an undeniable necessity. Considering the central role of geography education in Farhangian University in the development of geographical knowledge in schools and society and the need for future perspective regarding it, the following questions have been raised:

1-What components will affect the future performance of geography education in Farhangian University?

2-Is it possible that the field of geography education will lose its stability in the future?

3-Among the identified components affecting the future performance of geography education, which ones are more effective and can be considered as the key driving force?

## **Methodology**

The current research is exploratory and in terms of its purpose, it is placed in the developmental-applied research group. The method used is also mixed and includes

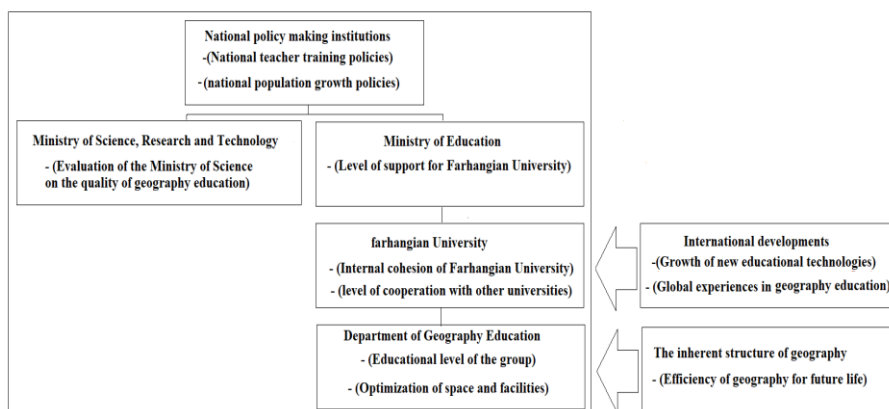
several stages of qualitative and quantitative studies (Table 1). The statistical population of this research included faculty members, guest lecturers, and directors and assistant professors of the campuses of Farhangian University teaching geography. Among them, a statistical sample of 19 experts was selected using a targeted snowball method, of which 13 were faculty members and guest lecturers, and 6 were managers and Educational Assistants. professors. Of these, 11 were male and 8 were female.

**Table 1- Research steps and methods and tools used in each step**

Research step	Description of key activity	Research Methodology	Research tool
Step 1	Identifying the factors affecting the future of geography education	Using the qualitative method of phenomenology to acquire tacit knowledge from experts	Determining semi-closed questions, telephone interviews, recording and refining data with MAXQDA 2.11.3 software.
Step 2	Ranking of effective components and selecting more important components	Asking experts by Delphi method	Presenting a 5-option Likert questionnaire and summarizing the results in two stages.
Step 3	Determining the stability of geography education	Forming an n*n matrix of variables from the selected components and asking experts for their effectiveness and effectiveness using the Delphi method and their systematic analysis.	Using a 5-choice Likert questionnaire and Mik Mak software.
Step 4	Determination of key driving forces	Comparing the results of two methods of direct and indirect effectiveness	Ranking of variables and their comparative comparison.
Step 5	Analysis and summary of results	Description, analysis and comparison of the obtained data.	Data base theorizing.

## Results and Discussion

29 factors affecting the future of geography education in Farhangian University were identified, and considering the importance coefficient values higher than 75%, 21 of them were selected as driving forces. Also, it was found that the geography education field in Farhangian University is not stable and it may face disturbances in the future. Finally, by comparing the results of two direct and indirect methods of influence and effectiveness, 11 influential key driving forces were determined and categorized and analyzed in 3 areas:



**Figure 1: 11 key driving forces grouped in 7 categories.**

### 1-The field of national policy-making institutions

Currently, the national policy-making institutions are dealing with "politics in teacher training" and "politics in population growth" . If these institutions change their views on these two driving forces, it is possible that Farhangian University and its educational groups will be weakened and unstable, and may disintegrate and their accumulated experiences will be lost.

### 2-Ministry of Education area

If the Ministry of Education continues to support Farhangian University and transfer the best professors with Ph.D. in Geography to Farhangian University and encourage them to share their experiences with student-teachers, it will be possible to play a more effective role in increasing the quality and level of education of student teachers in the field of geography education.

### 3- The area of the Ministry of Science, Research and Technology

Since the high supervision, evaluation and quality assurance boards in the Ministry of Science, Research and Technology supervise the performance of all universities, including Farhangian University, the driving force of "quality of geography education group" should be improved in such a way that provide the desired standards of this collection.

### 4-Farhangian University area

Farhangian University is largely managed in a traditional way (Hooshisadast et al, ۲۰۱۸: ۱۳۵., Rahimi & Eetedal, ۲۰۱۱: ۲۷۰); Therefore, the managers of its central organization should try to "improve the structure of Farhangian University" and provide the basis for the growth of the geography education group. Also, it is appropriate that the relevant officials provide the field of "establishing more communication between the geography education group with other education groups in universities and scientific associations" and contribute to the enrichment of this field.

#### 5- Area of Department of Geography, Farhangian University

The geography education department should provide the basis for the progress of this field by promoting the driving force of "the quality of education in the field of specialized geography courses and interdisciplinary courses of Knowledge of content pedagogy (PCK)." In this regard, it is necessary that the style of education tends towards more flexible, personalized and participatory structures (Dishon, ۲۰۱۷: -۲۷۲ ۱۲۴). Besides that, this group should try to "optimize the suitable space and facilities needed for this field" and update them.

#### 6- The field of international developments

It is predicted that the fourth industrial revolution based on information technology will lead to new international developments in the field of geography education (Pereira & Romero, 2017: 1208). These "educational technologies" in addition to moving face-to-face classes to virtual ones, will also change the style of education towards individualistic learning (Tarin et al, 2023:11). Global experiences" is also an example of the drivers whose historical evidence proves its impact on the education method in Iran (Aftab, 2023: 100 Mehravar Giglou & Khorsandi Taskoeh, 2023:3).

#### 7-The area of the inherent structure of the field of geography

If the "inherent structure of the science of geography" can maintain and develop its capabilities and abilities and respond to the needs of the new generation, it will be possible to maintain and strengthen it in the educational system, otherwise, it will be marginalized. (Chubineh 2019: 14).

### Conclusions

It is appropriate that the relevant authorities, while maintaining their concern for the future of the country's teacher training system, monitor the developments of these 11 key driving forces affecting the future of geography education and the 7 fields that include them, and make the necessary adjustments. In this case, the field of geography education is provided. It is obvious that weakness and procrastination in this field can lead to the backwardness and decline of this field. The result of this research is in accordance with the opinions of Nurpisheh et al. 2019), Sedaghat and Mokhtari (2011) and Khoroshi 2023) regarding the necessity of foresight in teacher training with emphasis on the cultural and social requirements of Iran and the need to take advantage of global experiences and technology. The new ones are compatible.

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