



Research Paper

Development of a Curriculum for Training Nomadic Teacher Competencies for Student-Teachers at Farhangian University (Nomadic Quota): DACUM Approach

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Abstract

Aim: The present study aimed to develop a curriculum for nomadic teacher competencies training for student-teachers at Farhangian University (nomadic quota). We used DACUM techniques in six steps. Seven main tasks and 30 subtasks were defined for a teacher in nomadic tribes. The 7 main tasks include (1) "Multifunctional educational services"; (2) "School services"; (3) "Clinical activities and educational rehabilitation"; (4) "Counseling and family psychology services"; (5) "Life management and teaching in difficult natural conditions"; (6) "Management and follow-up of social and cultural affairs"; and (7) "Planning healthcare services". The final data of the study resulted in 15 special training courses such as multilingual classroom teaching approaches and basics of social work for curriculum topics, which are effective in providing competencies and empowering student-teachers for nomadic tribes.

Keywords: Curriculum topics, DACUM approach, Teacher job analysis

Introduction

Teachers are the only cultural entity living continuously among nomadic people, who in addition to educating the nomads, gain experiences that are part of their culture (Shaghari et al., 2014). They have a lot of authority and influence among the tribes. Teaching in multi-grade classes, helping the needy, and obtaining help from benefactors are among the social roles they play (Mosayi, 2017). Furthermore, nomads regard teachers with a high status and dignity, and treat them like family members (Attaran and Abdoli, 2012). A curriculum for properly training teachers who are responsible for producing knowledge, transferring skills, and institutionalizing attitudes is crystal clear. Curriculum is the software that not only transmits knowledge, but also generates it (Stevens Smith et al., 2014). Given the changes in and social problems of nomads and the role of teachers as facilitators of these changes and developments, a curriculum appears essential for facilitating such changes and developments. Therefore, the curricula of teacher training centers should be tailored to the needs of nomadic student-teachers to furnish them with the necessary competencies for proper job performance in disadvantaged areas. Teachers need to pass the necessary training related to acquiring skills, knowledge, and attitude for performing their duties effectively and achieving the predetermined goals (Abdolmaleki, 2010). These competencies are obtained via job analysis with special approaches such as DACUM and optimal education with appropriate curricula at Farhangian University.

Methodology

This was an applied research with a multistage qualitative case study approach employing the DACUM technique to develop a training course for teachers in nomadic tribes. Participants were selected via purposive sampling using snowball method and theoretical data saturation criterion, the focus group discussion method, and the Delphi technique to introduce the curriculum topics, determine the importance, and identify the type of competency areas. The study was conducted using the DACUM technique in six steps until the topics of advanced training course were developed. In the first step, experts were acquainted with the steps of the DACUM workshop. The second step defined and identified the job of a nomadic teacher. The third step extracted the major and minor responsibilities and duties of nomadic teachers. The fourth step identified activities related to each task and analyzed each duty in terms of work standards, tools, safety, etc. In the fifth step, the extracted tasks and duties were reviewed and refined. In the sixth step, learning competencies, the level of competency, and the importance of performing each task for teachers in nomadic tribes were determined (Fathi Vajargah, 2012). In this step, the duties and tasks of nomadic teachers obtained through an interview questionnaire were

presented to a panel of experts to comment about the scope of learning the tasks (knowledge, skills, attitude), the level of competency (knowledge, ability, and mastery) and the importance of performing tasks by the employed teacher (desirable, important, critical). Then, tasks with the highest priority in the scale of the importance of the tasks were identified for training course and curriculum development for nomadic student-teachers. Finally, a comprehensive description was written for each course in the curriculum.

Results

According to Table 1, in the first steps of DACUM, seven main tasks and 30 subtasks were identified for teachers in nomadic tribes. As seen in Table 2, tasks were prioritized so that curriculum topics could be developed for student-teachers.

Table 1. The main tasks and subtasks of a teacher in nomadic tribes

Main tasks		Sub-tasks	
D1	Multifunctional educational services	Applying self-regulatory teaching	T1
		Applying teaching and management approaches in multi-grade classes and time management	T2
		Applying environment-based teaching approaches (teaching natural sciences and indigenous knowledge and their connection with one's own and learners' life)	T3
		Designing and implementing preschool teaching models	T4
		Applying adult education methods	T5
		Using multilingual classroom teaching approaches	T6
D2	School administrative services	Carrying out janitor duties	T1
		Carrying out the duties of the executive deputy and office management	T2
		Carrying out duties of morality teachers	T3
D3	Clinical activities and educational rehabilitation	Applying movement corrections to students in need	T1
		Managing combined classes and facilitating with students with special needs	T2
		Providing speech therapy services	T3
		Initiative in building educational environments (educational farm, educational garden, playground, and	T4

		laboratory)	
D4	Counseling and family psychology services	Holding family education workshops	T1
		Pursuing and solving learners' family problems through action research	T2
		Teaching and applying emotional intelligence skills	T3
D5	Life management and teaching in difficult natural conditions	Natural Crises Management	T1
		Improving one's geographical skills and teaching them to learners	T2
		Applying and learning skills needed for nomadic life (migration, animal husbandry, and living in tents)	T3
		Providing technical and engineering services	T4
D6	Management and follow-up of social and cultural affairs	Social work (attracting benefactors, solving financial problems)	T1
		Legal and judicial services	T2
		Assistance in the implementation of cultural and religious programs	T3
		Skills to fight superstitions	T4
		Performing e-government services for the people	T5
		Participating in tribal life and familiarizing with nomadic collective life	T6
D7	Healthcare services planning	Monitoring the personal hygiene of learners	T1
		Monitoring children' nutrition	T2
		Monitoring the environmental health process	T3
		Providing first aid services	T4

Table 2. Prioritizing tasks to introduce the training courses required by teachers in nomadic tribes

Tasks and assignments	Frequency of the sum of two subscales (important and critical) of importance scale according to experts	Priorities of training courses
Applying teaching approaches, management approaches and time management in multi-grade classes	15	1
Using multilingual classroom teaching approaches	15	1
Initiative in building educational environments (farm, garden, playground, and laboratory)	15	2
Applying self-regulatory teaching	13	2
Applying necessary skills of	13	2

nomadic life (migration, animal husbandry, and nomadism)		
Carrying out the duties of the executive deputy and office management	13	2
Improving one's geographical skills and teaching them to learners	12	3
Performing e-government services for the people	12	3
Applying movement corrections to students in need	12	3
Participating in tribal life and familiarizing with nomadic collective life	11	4
Social work	11	4
Teaching and applying emotional intelligence skills	11	4
Monitoring the personal hygiene of learners	11	4
Managing combined classes and facilitating with students with special needs	10	5
Pursuing and solving learners' family problems through action research	10	5
Assistance in the implementation of cultural and religious programs	10	5
Legal and judicial services	10	5
Providing first aid and rescue services	10	5

Discussion and conclusion

Given that nomadic teachers face many executive problems and challenges, and need to learn things that solve such problems, their curriculum should not be the same as a routine curriculum for teachers in urban and rural areas. Rather, educational programs should be different based on indigenous knowledge, the structure of the tribal community, and the characteristics of a nomadic teacher. Educational job analysis is therefore a fundamental solution for planners in preparing better and more effective goals, methods, activities, and training opportunities. Furthermore, the education departments of nomadic areas should complete and renew the teacher training tasks via in-service courses by considering the related contextual

variables in each tribe, such as teacher's social and extra-individual competencies, and their mastery of each duty and competency.

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