

The Analysis Enabled First Physics Book of Secondary Education Content by William Romey Method

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Abstract- Textbook, one of the most important sources of classical learning in the educational system, especially a system of education that is currently in the process of educating the citizens of Iran. And now, in the knowledge millennium with increasing thrust, hastily and intertwining of science and technology scientific result, it is associated with learning science, learning science, especially physical science, the direction that scientific literacy - technological lead and to educate citizens about lifelong learning pays, of more importance than in the past, have been, Today, the emphasis on active learning to teach is active, one of the requirements on training, is actively developing educational content, Content analysis of the first secondary school Physics textbook by William Romey techniques that enabled the amount of training text defines, Shows that the amount of active learning text editing textbooks for teaching science content with coefficients of the active involvement of students in developing educational components of the text and images in this textbook, less than acceptable statistical criterion for texts active teaching methods and in this book, the disabled, explaining the objectives and methods for teaching and learning of this subject, has been developed.

Keywords- *Developing educational content, the first high school Physics textbook, teaching-active learning, instructional text, active involvement coefficient, William Romey method.*

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I. INTRODUCTION

Study of the structure of science shows that science and the scientific study consists of two parts. The first issue of Science, is what the science of curiosity, study, and understanding is, is. The other part, the methods of science, the way that science and scientific fields to study and understand the ways of your interest and pays it.

Accordingly, the experimental scientist is someone who rules, formulas, calculations, scientific findings and knowledge of multiple, diverse, and many others have discovered and

presented in a different book is written to be able to. Thus, experimental scientist, who is the scientific method in the field of knowledge by knowing the circle of human knowledge and wisdom to be able to handle search and discover and achieve recognition is still actively pursuing more knowledge in this range of human curiosity is.

Scientific literacy - is a new technology for learning and the lifelong learner, always curious about new routes, new studies and new learning to act. Therefore, methods of teaching science to properly raise and nurture emerging talents and potential of all citizens to participate in various aspects of school learning activities, Education and producing student learning as a lifelong resident, as defined in the aims of education course material (Amani Tehranei, 2000), Experiential education in the new curriculum and teaching methods in the educational system of Iran, The basic emphasis is on the ways in which students learn the various processes in the learning environment and beyond, has an active role.

Teaching approaches - active learning, the main role of the student in the learning process, and it is she who takes the process forward. Other factors such as educational content, training, equipment and tools and activities and teacher training institutes and more, all students with active learning process, find meaning (Harlen, 1992).

Active methods of teaching - learning the ways that learners themselves actively with the curiosity, the exploration work - learn their attacks, seeking to know the facts and events surrounding the creation of the necessary knowledge, skills necessary and winning attitude is important in the realm of science.

Necessary for the realization of this important, though, that teachers use teaching techniques - active learning in the classroom is to prepare, formulate educational content of textbooks to enable the requirements to accomplish this training method - cultural processes teaching - the students are learning. In other words, if the text is not written on the educational content of textbooks, school activities and teacher training tools have been limited, Teacher's success in providing an active learning approach to teaching content - effective learning, in order to gain firsthand experience of personal contacts (Amani Tehranei, et al, 1999), it was cumbersome and imperfect success of students having educational content to be

passive, It is formulate the goals of education - school culture defined in this article, so it was nice to finally be successful.

II. DISCUSSION

Science, one of the most admired and most diverse scientific achievements of human history and culture, he is especially in recent times, In collaboration with other scientific studies in the field, creating the world's scientific method of problem solving, actively, study, explore, explore and explore a set, circles of knowledge, skills and attitudes of the person and gives the growing area knowledge and abilities he hastily adds.

In a sense, given the growing importance of scientific literacy - technological and experiential education, Particular niche in the world of the physical sciences and the Millennium undeniable impact on the overall development of science and technology, Countries are trying to educational systems, curriculum revision and the latest changes in the experimental sciences, according to the latest scientific findings and research. In our country several attempts to review, reform and restructuring of the educational curriculum of experimental science in the period to come.

In this way, It seems that the most important change, Providing science-based education methods in science, Active learning methods of educational content discovery and science curriculum in order to meet the objectives defined in this article was to the audience, Student-centered teaching methods are the most active, The following features can be found in the science education and learning to the audience participating in school activities, see:

- The demands, expectations, and independent learner that the learning is very important.

- A student based on their personal experiences and information, which can often be a source outside the formal learning environment, active and effective role in the design and implementation processes of teaching - learning to be.

- Teachers as well as students in the learning process, the learning activities of students and learns from his students and teaches students in his class.

- Learning through self-assessment, your abilities and your progress will be reviewed and evaluated the learning process (Harlen, 1992).

New educational programs based on experimental science, especially the first secondary school, After that, the student interest in interdisciplinary education - academic (mathematical disciplines - physics, science courses, humanities courses, etc.) can be chosen, Teaching methods based on the process of problem solving and thinking skills. Compared to previous years, the school is more important. According to this view, planners and instructional designers to design and develop educational content in curriculum design problem-solving opportunities for students to examine various real and natural. In these situations create opportunities for learning, students have the opportunity to learn in the way of solving personal

knowledge, skills and new attitudes first hand, find (Badrian, 1996).

An experimental implementation of the new curriculum for teaching various courses, The teacher will be required to process your training style teaching - learning group and organization design and implement, In addition to trying to learn science by students with their work, learning to work with other members of the group, a teacher, too, as a member of the learners should learn to gain new experiences. In this way, the interaction between teachers and students and between students are too stressed, Field studies have shown that the interaction and exchange of experiences with other students and the role they will play a big part in learning. Furthermore, the development of group activities, social skills development, and modification if necessary - to respect the rights of others, such as students' citizenship, teamwork, accountability, participation in decision-making group, the early development and ... The students (Parvizian, 1995).

Achieving the goals of Education explained that the community is reflected in the form of textbooks, the educational system is ideal and the main demand. The realization of the ideals and aspirations, how to develop the curriculum, the educational system is one of the important issues. If the content is written for the purpose of providing training and creating opportunities for the actualization of the potential audience for the book, Coordinated and consistent with the purposes intended by the subject of education, not the expected goal of defining and producing the ideal human, not the outcome. The success of an educational system depends on coordination and alignment with other components of the system in order to achieve their fitness goals and educational audiences with specific characteristics (Raees Dana, 1995). To ensure this balance, the need to study and analyze the formal educational content of textbooks to students and teachers, it is.

In order to develop the educational content of textbooks, gathered, formulate a summary of the facts, concepts and generalizations, the same principles and theories of knowledge in the field of the educational resource, The textbook as text, images, tables, forms and training Is (Arnshtain, and Hankins, 1995)The education system and in the end, the teacher will want to refer to it, opportunities and situations varied, appropriate, and numerous fun, and educational environment for learning activities beyond those provided for the audience - Students, their own learning activities, and its expression in language understandable to the students understand themselves and others, and to practice academic skills and attitudes to engage in active learning plans and learning content educational goals have been defined.

Content analysis is a research method to systematically and objectively describe the characteristics and features of the content (written - printed) in the textbook deals. In this way, the educational content of textbooks published on a regular basis are coded and classified so that they are able to quantify the researcher, the analysis (Delaware, 2009). For this reason, the analysis of educational content, a scientific method - a logical, orderly and objective quantitative description of training content and text books written in the messages of the

program or course objectives and content of curriculum is (Delaware, 2009).

Jump to content that answers the question: What should be taught? And how to develop content that: it's about, how and by what means, and how it should be taught and for what purpose, should be taught? In this regard, Curriculum planners are concerned with the basic questions that are going to get and achieve learning goals, which issues and scientific concepts, from the vast and varied range of studies in any branch of science, and educational content of textbooks should the students?

Then answer the questions which are: How to learn content of selected, organized and presented so that students can learn effectively and deeply intended objectives are achieved.

In other words, the appropriate content knowledge and science that students need to learn the next set. Selected content and direction for the development of training methods in teacher training by going and student directed learning methods in the teaching process - learning and provide learning experiences are the textbooks (Aronstein, and Hankins, 1995).

From this perspective, and according to what is defined in the introduction about the science and knowledge based on scientific method, it was said, In addition, content selection, learning how to develop curriculum content and goals of its role in providing a variety of science plays in particular, was important, therefore, doubly important analysis of how the educational content developed increases. The analysis of the actors and authors of textbooks helps when developing educational content of textbooks, more accuracy, and in order to facilitate learning, provide context for student achievement. The help content analysis of concepts, principles, attitudes, beliefs, and all the components made in the course of scientific books to be reviewed with the aim of curriculum, will be compared and evaluated (Yarmohammadian, 2002).

Educational content of textbooks in terms of impact on the learning takes place; it can take two completely different directions. The educational content of textbooks can be formulated as learning, thinking and reasoning problems to prepare for (and active exploration method) On the other hand he could to keep the material and intellectual inertia (passive approach) lead (Mosa pour, 2001). When text is presented in the textbook so that the learning content, involved.

The learner tries to search and find and use scientific concepts from their previous experiences and encouraged him to analyze his findings, guidance, the ability to think and reason in him will grow. Because learning to sense the experience and guidance of learning activities that would stimulate him. In contrast, when information and new knowledge, to form a clear and well-written textbook is ready, the teacher explained to provide the student and the student shall be content contained in a textbook, simply to the preservation of content shall be. And the opportunity to exercise, manipulation, and it does not provide experience for students, and a large variety of materials, well, the surface will be presented rather than the learner in mind. In such cases, not only taught person, her experience as the ultimate goal of

science education and the understanding that the ultimate goal of education is introduced, do not help.

Learner but also the ability to make effective use of them would be appropriate. When they learned as well as new ones in the future, be used for a person who possesses a structure are intertwined and interconnected, the building, which is achieved when the individual learning process, is actively involved. So it's already learning in different environments, such as school environment, family environment, social environment, and environmental, social media and ... What is learned in the classroom to teach and combines them together to create new meaning and experience it (Mosa pour, 2001).

William Romey Accordingly, the content is actively considers the following features:

- Content by a question that has been able to attract the attention of the student and the student's focus is on a particular topic. To enable the content, content that motivates the student is considering.

- Content that the student is asked to answer questions that are answered directly in the text is not found in the textbook. And he should pause and reflect on information and assumptions made to analyze them in order to achieve the answer. Thus, active content, growth and enhance of logical thinking of students.

- Content in which students are asked to research and practical activities, such as doing the experiment and its results, is analyzed.

- Content will enable students to obtain the result that the State has to say. In other words, active content, thickener or reinforcing the independence of the individual. And foster a spirit of curiosity and probe the students.

- Content will enable students to solve problems written in the textbook and answer the questions formulated in the study amidst the educational content.

- Content will enable students to be faced with competing and conflicting opinions can evaluate them and finally created a solution to correct have to offer. More clear, active content, the development and enhancement of critical thinking to students (Romey, 1998).

Javadipour (1996) Research in Social Education course titled book review writing tips how to study the techniques of Romey, to investigate the involvement of students with text, pictures and shapes question in a formal textbook course guide social teachings of the technique is discussed. His results indicate that the involvement of students with social, educational text books, Written three books for school education in this period, is less than optimal and Passive methods have been developed and written texts. Involvement of computing students with the question of the social teachings of the book shows that this index, Based on the first and second books located above the optimal level, while the third is based on the book, is less than optimal. Involvement of students in the form of a numerical value calculated based on the social teachings of the first book, a calculated value based on the second, zero. The numerical value of the index at third base,

0.25 is (Javadipour, 1995). He concludes that in the end how to edit text in a textbook, how to formulate questions in the textbook. And how to edit tables, forms and images selected as the educational content of textbooks, the knowledge of the competencies and skills of citizenship, in the first year of entry into the community, to enable the student to provide an effective and viable solution to the need to have a serious review.

Fathi Vajargah (2004) in research as a way of assessing the content presents experimental books (second to fifth grades) using the Romey period indicate that the primary source of experimental science textbook initial period of satisfactory involvement coefficients in most cases, the coefficients are obtained, providing an indication that the textbook is passive text. The study also showed that Textbook illustrations and diagrams printed on high coefficients are positive conflict and the disabled have been developed to provide students with learning activities do not require much (Fathi Vajargah, 2004). Books of pictures and diagrams of fifth grade students with enough lessons not involved. Experimental evaluation based on the fourth book of the book makes clear, However, the lack of clear objectives, the contribution of each of the skills, attitudes and knowledge is not clear (Jamshednejad, 2000).

The first images have been published in books and even in questions of basic science books of I and II, the disabled have been provided (Sedaghat, 2006). Results indicate that the lack of balance between content and methods, reasons for revising the science curriculum; necessary (Amani Tehrani, 2000).

Images printed on the first textbook on basic science and basic science questions written by the book's first and second grade, the disabled have been provided (Sedaghat, 2006). Results indicate that the lack of balance between content and methods, reasons for revising the science curriculum; necessary (Amani Tehrani, 2000).

Content analysis of experimental science books for third and fourth grade, indicating that the dominant issues such as theoretical aspects of the course, and provide diverse theoretical issues that have been overlooked aspect of the course is practical. In both books, the book presents a study of practical knowledge able and third grade books fourth book in only three lessons in a classroom only to be discovered and has been developed. Content analysis of experimental science books elementary grades III and IV, indicating that the dominant issues such as theoretical aspects of the course And provide diverse theoretical issues has led, Practical aspects of teaching science is ignored. In each book, the book presents a study of practical knowledge able, third grade science book based on only three studies. The first quarter of the book is based on science, only one study has been developed to be discovered (Emam jome, 2008).

Look at the curriculum offered at different levels of education, shows that in recent years, many changes in the selection and organization of content and the writing of books, especially science textbooks at different levels of education in the education system have been. However, the Start compiling textbooks based on the new system of education in Iran (6-3-3) need to review how to develop the educational content of

textbooks produced more than ever before, This study first analyzes the educational content of textbooks in Physics in Secondary Education (published 2012) (Figure 1) Educational content was developed based on the textbook by William Romey, In some texts as the invitation to study (Romey, 1998) also described deals.

The present study analyzes the educational content of textbooks, William Romey were using.

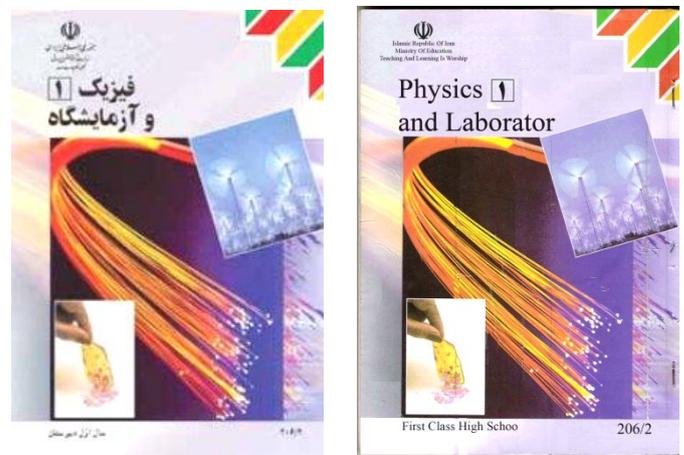


Figure 1. Physics Textbooks for first year secondary

Statistical population of this research is the first textbook Physics Secondary Education (published in 2012) is the active component of the formulation of the text, images, and questions written in the book of Romey analytical method has been analyzed. This method of analysis is to understand how to develop content categories mentioned in the textbook. To what extent can learners learn to read, Involvement with questions and can capture images and enable the development of educational content via the coefficients of the students involved, how much is it?

To analyze the activity of educational content developed in textbooks, issue 10% of the pages of instructional text (about 20 pages) as the case study sample to count the number of sentences, active and passive, and counting the number of photos off count the number of active and passive written questions in the textbook, will be randomly selected. Then on each page, the number of active sentences and passive sentences and the number (rate) of pictures and diagrams of photos and diagrams passive and active count, the percentage of active student learning involvement with the text written is determined.

In this analytical method (Romey, 1998), involving the learning of a factor (I) the student's educational text written in the textbook will be determined as follows:

- If $I < (x = 0/4 \text{ to } = 0)$, the coefficient on student engagement with educational content developed in other words the book on book instructional content is low and how to develop educational content intended to be inactive in the textbook.

- If $I > 1$, the factor involving academic text written in a textbook for students and provide educational materials to enable the textbook has been developed.

- For study materials, theses and research papers - research activity coefficient of text written over 1/5 is defined.

In this analysis, the analysis enabled the tutorial, including the smallest unit of analysis is significant and real.

Written in terms of textbook analysis enabled the tutorial with the Romey, including categories are as follows:

(a) Sentences without merely interpret what they say. Sentences and concepts that can represent reality, such as the: "friction, increasing the internal energy of the body."

(b) Sentences, questions have been raised in the textbook and answer them immediately, the author has presented in the course text. Sentence such as: "Does the steam turbine wheels in motion friction is useful? Clearly, the answer is no."

(c) Sentences are the result of an expression of general principles about the relationship between threads and various assumptions. Sentence like: "The more people in the learning process, is actively engaged in the performance of his memory would be better."

(d) The definition of terms is defined as a case. Sentences that describe a particular phenomenon or concept deals. Like: "The internal energy of an object, the total energy of the particles forming the body."

(e) The statement of the client learn to interpret the request. And the student is asked of them, the results that he has achieved, is analyzed.

(f) Prepare statements and urgent questions unanswered, including questions about the text, but the text has been developed to respond to them immediately, and there is no immediate and students need to respond to the information and assumptions which have been reviewed and analyzed.

(g) A statement of the learner to apply for an activity such as information gathering, charting or doing.

Such sentences where students are asked to do an experiment and analyze the results, or as problems to solve.

(h) To respond to their questions and exercises that require testing and research.

(i) Statements that may not place any of the above categories. Sentences that the reader wants to look like a test or procedure that provides a look. Sentence like: "Note to Table 2-1."

Described in terms of a subset of b and c in terms of verbal or mnemonic that is disabled because of his authorship, Include general knowledge and scientific knowledge transfer and knowledge directly to student's favors, they are.

Described in clauses d and e, and g and h subset of intelligible sentences - that are actively seeking to make student learning activities, and enable students to achieve their educational context, is engaged in the active sentences are identified and counted.

In this analysis (Romey, 1998), including the determination of the edited text based on the physical structure (active - passive), divided by the number of categories of active and passive categories, student involvement coefficient (I) with the content of textbooks, the enable the development of educational content to audiences that want to offer training in textbook editing and printing the text is to be determined.

III. RESULTS

In the present study, the first textbook on the basic physics of secondary school (published in 2012), especially secondary base first, which then tend to select students from various academic disciplines, selected for the study. Data Source element analysis textbooks (6 pages with random selection) (Figure 2) shown in Table 1.

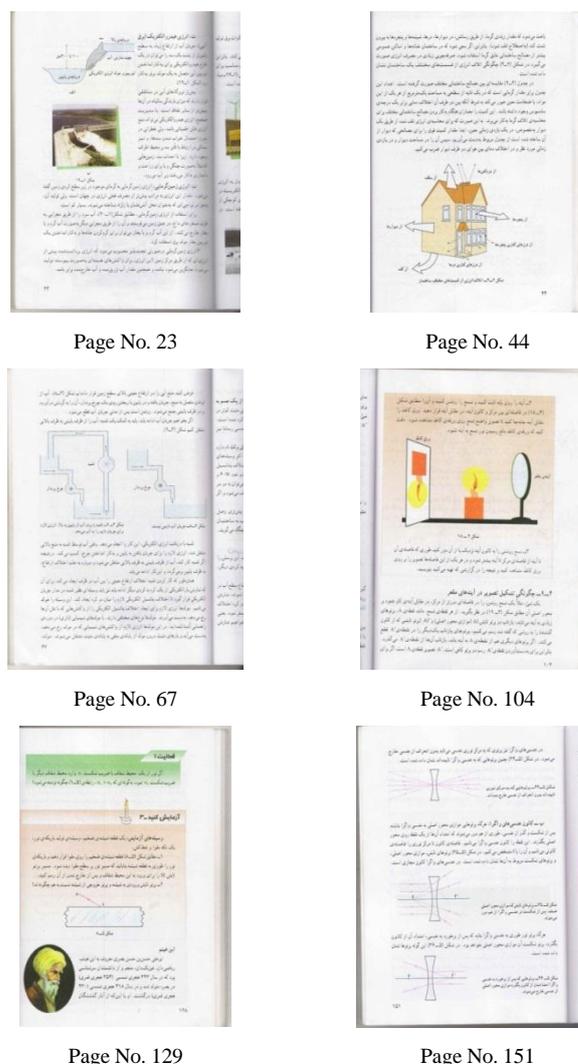


Figure 2. Randomly selected pages from the first school textbook Physics for Text Analysis Training

In analyzing how to formulate questions based physics textbooks Lower secondary education, as Table 2 shows, A total of 18 questions were about 27.8% of units in the active category and about 82.2% Off the categories of questions, which heavily. Accordingly, the numerical value of the coefficient engage students how to formulate questions in text-based physics textbook Lower secondary education (published in 2012) about 3.0 is. Criterion-based content analysis of the text books based on active learning to provide students with the Romeys, that codification questions regarding the number of disabled in the textbook is very high. Accordingly books, written off, in addition to the analysis results, presented in the textbook answer questions designed by the author himself, confirm the findings of this research. Moreover, as in the first chapter of this book, a group of six practical activities - an out-of-class activities are designed by the number 5, there is a need for field study and library.

The question is: Do students enrolled in basic education, with regard to the size and number of course titles and levels of physical education time per week, and practical activities outside of classes written in other books written for student learning in basic education, Facilities, a library, workshop and laboratory, school, home ... Can, Really and practically, The way the book is designed to help learning activities outside the classroom to engage with this volume of research activities? In addition, several activities and questions Practical Course This textbook is written as questions and activities, The same or even slightly more complex, previously developed and published books on basic science courses and students there, doing practical work or research, or ... The answer they have been searching and learned. For example, to test the practical activity of 5 on page 97 (the distance between image in a flat mirror) in the textbook in the middle, just on the basis of a fourth grade science book page 44 (edition 81) formulated and published a. Even the development of the first period of practice based physics textbook in high school, Despite the book's basic science to fourth grade students have the responsibility to conclude at the end of the experiment, Writes of the five tests, we can conclude that the distance to the object distance from mirror to mirror the image. The practical result of the activities of teaching - learning as this test, The teachers not only in preventing the tests and enjoy learning activities, but also, It seems that way developing these conclusions expressed in this textbook, For this experiment, in contrast, is expressed!

Our students will be tested in this study and to determine characteristics of the flat mirror image, and because we cannot use measuring tools to measure the distance between the image in the mirror, using the same simple glass flat mirror works, do it. So true words, If you want to enjoy your students take the test and find out your, Inconclusive, we design and implement activities to answer is this: the five tests we conclude that the image distance to the mirror, the mirror is equal to the distance of the object. Even using the word "always" is written at the

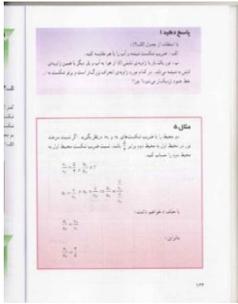
conclusion of the first textbook on the basic physics of secondary school, and the spirit of science, which is based on the uncertainty principle, does not match! Furthermore, the use of the word to the words written in the textbook, the meaning of this word in the Persian language and everyday use of students, then it means the opposite, and facing against (opposite) shows!

Moreover, given the number 5 on the test, meaning that it is in the book, so this test is in the order of 5. And it does not mean. No. 5, respectively, show the experiment in this season. So it is better written tests 5-2 (a mean of 2, refer to Chapter 2, and the mean of 5, refers to the number of times the experiment in this chapter.). In this chapter, test 7, just at the base of the fifth grade science book (page 36) design and print (printed 2008) is. In these kinds of numbers, it appears that even the Dark Mark (-) to introduce7, apart from the original meaning and its proper sense (separation) means subtract and subtract (reduction) is used. In this chapter, a question on page 93 (see conditions) and a question on page 99 (the word ambulance) for first-year students from the same school and even more diverse and more complete form of the questions in the Book of Science base fourth grade, respectively, at page 42, and page 41 has come! In the middle of the first book of Physics (page 93) written reply: 2 - to see what conditions are necessary things? This question is based on the fourth grade science book like this to come (page 42): Discuss: To those who are physically seen, what conditions are necessary? Take an example. And....

Training images in the textbook can be maps, tables, photographs and drawings are drafted and published. The educational content of textbooks by the Romey, written images, text, textbook on the subject are as follows:

- (a) Images are subject only to describe a specific topic.
- (b) Images that can be addressed using the assumption of a given activity or to perform certain tests.
- (c) The means to collect image that describes a particular job.
- (d) Images that do not fit in any of these categories (Romey, 1998).

Images, tables and charts describing the collection of a group of pictures, tables and charts, and images portrayed in passive and active b subset of images, tables, and charts described in subsections c and d in the neutral images - disabled introduced in the text segmentation and text, are counted. Enabled the analysis of images written in the textbook, the students use the pictures to get a better understanding of the educational context provided, will be done. Physics textbook images of the first two categories of schools in terms of active and inactive forms are provided in Table 3(Figure 4).



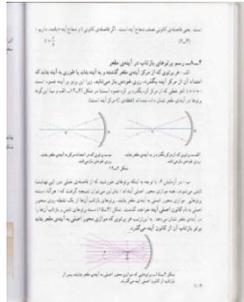
Page No. 22



Page No. 45



Page No. 57



Page No. 102



Page No. 118



Page No. 139

Figure 4. Randomly selected pages from the textbook Physics for analyzing images, printed on high first lesson

TABLE III. LOTS OF PICTURES ON THE BASIS OF THE FIRST SECONDARY SCHOOL PHYSICS TEXTBOOKS (PUBLISHED 2012)

Number of page	22	45	57	102	118	139
Number of active images	0	0	0	0	0	0
Number of Un active images	4	1	2	3	7	4
Total of Page	4	1	2	3	7	4

Furthermore, for example, On page 45 of this book, for practical image is printed, that his activities required of the student is only shown in the picture but exactly the same picture on the next page (page 44) the color is then printed. Analysis of the images in the first High School Physics textbooks (published in 2012) have been developed, involving students with textbooks coefficient indicates the zero level. The

results show that images have been developed in the first period at the high school level physics textbooks, scientific information only as described in the text books are. And the learners will be looking to get the concepts presented in the text and preserve scholarly literatures are presented. Considering the results of the content analysis of the first high school Physics textbook, this book of images among the disabled should receive a textbook.

IV. CONCLUSIONS

Textbook or content of education intend to provide contacts in many educational systems prevalent in the world of education, Written document and medical education in the classroom and learning environment is, The teaching activities and learning experiences of teachers and students, organize and evaluate it on its axis. Today the landscape of education provided by the school to students and teachers, focusing on active processes. One of the requirements of the teaching - learning process actively, develop educational content available to teachers and students are actively.

Educational content of textbooks in high school Physics First (published 2012), based on active training text written in a textbook (William Romey techniques of content analysis) shows that the coefficient that indicates the level of involvement of students actively develop educational content textbook, The three components of the text, and picture book of questions, much less than the rate specified in the analysis.

Questions about book off (with the author's immediate response) developed, the structure of the numerous writing and editing text in volume Turn off questions education, teacher training and the use of passive methods provide a description - a description of and the student's books and a collection of exam questions and answers ... Leads. Does that mean that all three of these cases, the text of the first secondary school education in basic physics textbooks inactive and, therefore, Nonconforming with the goals and methods recommended by the International Training Course has been developed in this article. The device provides one of the most important tools of education and teachers, as the last and most important link provides the opportunity for effective teaching and active learning activities and the achievement of students in primary and intention goals and explain the goals of education in this subject matter, The educational content in this book, unrealized, are required to provide official curriculum and effective instructional content even more important to the academic specialist - Literature attention must.

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