

Original Article

Identifying the Indices of Desirable Content Regarding the Humanity Courses for Universities and the Extent of Considering Them

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Aim

The present study is aimed towards identifying the indices of desirable content in regard with the Humanity Courses for universities and the extent to which they are being taken into account.

Method

In the present study, exploratory mixed-methods research was used. For the qualitative section, we underwent quasi-structured interviews with twenty distinguished and qualified experts and faculty members of universities having their expertise in teaching and learning content and curriculum design. Also, 360 of the students of universities comprised the quantitative statistical population and the questionnaires extracted from the qualitative section were distributed among them. All the questionnaires were received and employed as the basis of the qualitative analyses. In the quantitative section, a descriptive-survey method was employed. This number of participants was selected using multistage cluster sampling method. To examine the reliability of interview questions and questionnaires, we recruited formal and content reliability. And, we used Cronbach's alpha coefficients to evaluate the validity of our questionnaires. We also employed descriptive and inferential statistics to wage on analyzing the data.

Findings

The results indicated that the interviewees outlined twelve indices as the

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major indices of teaching and learning content. The quantitative data also indicated that the range and degree of implementing and corresponding to the indices of teaching and learning content seem to be less than desirable. Therefore, it necessarily requires far more significant attention.

Discussion and Conclusion

In consequence, it can be argued that the recognized indices can be recruited to assess and revise the content of courses in different majors of the humanities. In order to enhance and promote the quality, then, particular heed has to be paid to student-centrism; in the sense that the development of the content for university curriculum and educational planning would be enriched with students' ideas and recommendations.

Keywords: teaching and learning content; curriculum; the Humanity Courses in universities.

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