

Original Article

Analyzing the Concept of Reparation Narrative in the Direction of Developing Teachers' True Self in the Curriculum: An Autobiographical Identity

Reza Masouminejad*

Introduction

The present study was conducted with the aim of identifying and explaining the concept of "reparation Narrative" in order to shape the true self of teachers in the curriculum based on autobiographical identity.

Method

In terms of the data collection method, the research is of a qualitative type with an exploratory nature. In this study, in the framework of the qualitative approach, the narrative research method was used with an emphasis on thematic analysis. The research field included 12 teachers with experience between 5 and 20 years in West Azerbaijan province in the academic year of 1402-1403, which was selected by the purposeful sampling method of the desired type and data collection continued until its saturation. In line with the implementation of the research, reparation narrative was Description and explained as an open attitude of continuous improvement in the teaching activities for teachers. In order to collect information, in-depth narrative interviews were used, in which the teachers' personal experiences were emphasized individually, in such a way that the teachers based on the nature of subjective experiences of lesson concerns, which are considered a stimulus for more activity, draw a work plan in line with resolving the deficiencies and compensating them in the form of narratives were discussed in a reflective manner. To validate the obtained findings, techniques such as researcher self-review, member control method and systematic comparison method were used in data recording.

Results

The findings showed that 7 components of publishability, comprehensibility,

* Assistant Professor of Educational Sciences Department of Farhangian University, Tehran, Iran. r.masouminejad@cfu.ac.ir

curriculum discourse creation, and philosophizing, intellectual property, motivationalism, and teacher conceptualization are the main codes, which are effective with 21 core codes and 131 primary codes in the framework of the reparation narrative process in the direction of the real self-development of teachers in curricula. Reparation narrative is ability that teachers can acquire a progressive mindset towards their teaching activities. As a result, teachers are in a dynamic situation by reparation attitudes in their profession and narrating the performance or functions of the lesson that can bring them to the real self determined in the curriculum, and they try to implement the curriculum to separate the individual's reality from the defined ideal self and internalize what is related to their core identity. Therefore, as reparation narrative deals with the development and completion of the real self of teachers, it gradually makes the goals of the ideal self a part of the real self by achieving its components, an identity that was defined before, but with the passage of time and the compensation of teaching capabilities It becomes real and forms the autobiographical nature of teachers.

Discussion

The results show that the educational system should seek to develop the narrative skills of teachers as a developing mentality in the field of curriculum activities and try to define the reparatory nature of the narrative in the framework of the process of recreating the role of teachers in the curriculum.

Keywords: reparation narrative, true self, teachers, curriculum, autobiograp

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