

High Quality Education Model in Dense Student Classrooms: A Grounded Theory Approach

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Introduction

The current research was conducted with the aim of presenting a high-quality education model in dense classes of elementary school students in Qazvin city.

Method

To achieve the research goal, a systematic qualitative approach and grounded theory method have been used. In order to collect data, semi-structured interviews and document review were used, and for sampling, a mixed purposeful sampling method (combination of theoretical sampling, snowball, and criterion sampling) was used. The participants of the research were expert professors of this field, managers and teachers of the first and second elementary years, managers and experts responsible for the first and second elementary years of the General Department of Education of Qazvin province and districts one and two, heads of educational groups and leaders. Sampling and semi-structured interviews continued until data analysis and exploration reached theoretical saturation after 19 interviews. In order to ensure the reliability of the research, strategies of review by expert professors and review by participants have been used.

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Results

Finally, based on the research results, 23 main categories were identified. The transformation of the classroom into a moral learning community was recognized as a central phenomenon. Other categories were grouped into 5 main dimensions (causal conditions, contextual conditions, intervening conditions, strategies and consequences) and the relationships between them were drawn and presented in the form of a paradigm model.

Discussion

According to the findings, the central concept of the moral learning community and the capacity of social education was raised through the mutual communication of the main actors, who are in a dynamic relationship with each other, and high-quality education requires understanding their combined and separate effects.

Keywords: High quality of education, Student density, Class size.

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