

Identifying the Predisposing Factors and Consequences of Overloaded Curriculum in the Primary Education and Providing Solutions to Deal with it

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Introduction

Overloaded curriculum is an emerging and complex phenomenon in the field of curriculum, which is considered a necessity for every educational system. Prevention of this issue requires a comprehensive investigation in terms of underlying factors and its consequences. The aim of the current research was to identify the predisposing factors and consequences of dense curriculum in the elementary school in order to provide solutions to deal with it.

Method

The current research is a qualitative, which was carried out by the method of Grounded theory Raised by Charmaz (2006). The participants of the research were education specialists, teachers, students and parents who were selected as a purposeful sampling in two stages of preliminary sampling (by criterion method) and theoretical sampling. Data collection was done through semi-structured interviews and the data was analyzed using the Charmas constructivist method and through initial, focused and theoretical coding. Lincoln and Guba (1985) four criteria and Charmas (2006) credit enhancement criteria were used to evaluate the quality and the methods of member check, external audit and peer review (with 89% agreement between

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the first and second coders) were used.

Results

In the process of coding, four theoretical codes were obtained, according to which, the research Substantive-level theory was presented and examined in the context of Iran's primary education. During the coding process, 74 initial codes, 17 focused codes and 3 theoretical codes were extracted. The findings of the research indicated that the silo' structure and engineering approach, the general culture of the society, haste in changing the structure and reforms, laxity in monitoring, weakness in implementation and lack of confidence in the ability of teachers were the main factors in creating an overloaded curriculum in the primary education of Iran, and the consequences hasty and personalized teaching, shallow and ephemeral learning, Attention deficit to the cultivation talent and creativity, reluctance to study and school, burnout of teachers, and ineffectiveness of education have followed.

Discussion

The results of the research showed the solutions of turning from the engineering approach to the cultural approach and involving teachers in developing the curriculum, updating the curriculum, Implementation of content piloting, reviewing the allocation of time between courses, reducing the number of textbooks and replacing them with educational packages, eliminating difficult and ambiguous contents and maintaining a balance between the breadth and depth of the content can be effective in dealing with and preventing an overloaded curriculum.

Keywords: Content, Overloaded curriculum, Primary education, Time

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