

«مقاله پژوهشی»

شناسایی ابعاد و مؤلفه‌های برنامه درسی آشکار مبتنی بر یادگیری ترکیبی در دوره اول متوسطه

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چکیده

هدف این پژوهش، تبیین ویژگی‌ها و مؤلفه‌های یک برنامه درسی آشکار مبتنی بر یادگیری ترکیبی در دوره متوسطه اول است. روش پژوهش از نوع ترکیبی (کیفی-کمی) می‌باشد و برای شناسایی ابعاد و مؤلفه‌ها، علاوه بر تحلیل اسناد، از روش تحلیل مضمون با استفاده از نرم‌افزار MAXQDA۱۲ بهره گرفته شده است. جامعه آماری این پژوهش شامل تمامی اعضای هیئت‌علمی با مرتبه استادیاری و بالاتر در حوزه‌های مدیریت آموزشی، مدیریت آموزش عالی و تکنولوژی آموزشی، و همچنین مدیران وزارت آموزش و پرورش بود که پس از انجام ۲۱ مصاحبه تا رسیدن به اشباع نظری، مورد بررسی قرار گرفتند. در نهایت، مضامین بنیادی، سازمانی و فراگیر استخراج شدند. در بخش کمی، از تکنیک مدل‌سازی معادلات ساختاری برای سنجش میزان تأثیرگذاری و اولویت‌بندی ابعاد و مؤلفه‌ها استفاده شد. در جریان مصاحبه‌های نیمه‌ساختاریافته، هشت بُعد شناسایی گردید: اهداف آموزشی و پرورشی، محتوا و ساختار آموزشی، روش‌ها و راهبردهای تدریس، سنجش و ارزیابی پیشرفت، نقش مربی و مدرس، سازمان‌دهی زمان و محیط یادگیری، منابع و امکانات یادگیری، و ارتباطات و مشارکت در امر آموزش. هجده مؤلفه (مضمون سازمان‌دهنده) برای برنامه درسی آشکار مبتنی بر یادگیری ترکیبی در دوره متوسطه اول شناسایی شد. نتایج حاصل از پرسشنامه محقق‌ساخته نشان داد که بُعد «محتوا و ساختار آموزشی» با ضریب ۷۲۸/۰، بیشترین تأثیر را بر برنامه درسی آشکار مبتنی بر یادگیری ترکیبی در دوره متوسطه اول دارد.

واژه‌های کلیدی

برنامه درسی، برنامه درسی صریح، آموزش ترکیبی، دوره راهنمایی.

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ORIGINAL ARTICLE

Identifying the Dimensions and Components of on EXPLICIT Curriculum Based on Blended Learning in Junior High School

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ABSTRACT

This study aims to delineate the features and components of an explicit curriculum centered on blended learning in junior high school. The research methodology is mixed-methods (qualitative-quantitative). Alongside document analysis, thematic analysis using MAXQDA ۱۲ software was used to discern aspects and components. The statistical population for this study comprised all faculty members holding the rank of assistant professor or higher in the domains of educational management, higher education management, and educational technology, along with managers from the Ministry of Education, following the completion of ۲۱ theoretical saturation interviews. Ultimately, fundamental, organizational, and extensive themes were derived. In the quantitative portion, the structural equation modeling technique was used to assess the influence and prioritize the dimensions and components. Semi-structured interviews identified eight dimensions: educational and training objectives, educational content and structure, teaching methodologies and strategies, assessment and progress measurement, the role of the educator and trainer, organization of learning time and environment, learning resources and facilities, and communication and participation in education. Eighteen components (organizing themes) were identified for the explicit curriculum centered on blended learning in junior high school. The researcher-developed questionnaire revealed that the educational content and structure dimension, with a coefficient of ۰.۷۲۸, has the most significant influence on the explicit curriculum using blended learning in junior high school.

KEYWORDS

Curriculum, Explicit curriculum, Blended learning, Junior high school.



Introduction

In "The Dawn of Bourgeois Philosophy," Max Horkheimer posits that a defining trait of modern civilization is humanity's aspiration to exert control over all entities, including nature and fellow humans (Tajri, ١٤٠٠: ٧٨). It seems that all public institutions, including newly founded schools, have progressively enabled the fulfillment of this aspiration over this era. All endeavors undertaken by humanity to transcend its limitations have been validated and sanctioned by ideals such as development, wealth, and the well-being of mankind. A significant aspect of contemporary educational institutions' responsibilities has been to validate these principles. How did the new schools achieve this objective? In what ways did schools in the modern age fulfill certain tasks and duties to rationalize their pursuit of dominance under the pretense of these ideals?

Parsons, Durbin, and Jackson assert that the primary role of schools is to convey social standards to the youth. They believe that the primary objective of educational activities is societal improvement. The progress of society is presumed to be achievable alone via the execution of standardized and cohesive plans by social institutions, particularly educational establishments. TahmasebzadehSheikhlari, Taghipour, Quraishi, and Imannejad (٢٠١٠: ٧١). According to these thinkers, education is a specialized component of contemporary society designed to maintain societal order and balance. (Mohammadi, ٢٠١٩, p. ٨). Nevertheless, intellectuals like Giroux, Boles, Gintis, Lyotard, and to a certain degree Foucault saw the role of schools as the inequitable replication of social and economic connections, alongside the legitimization of authority. They believe that schools legitimize the disparities in social and economic conditions within society.

In this group's view, schools only play a passive role. Therefore, they are unable to change and transform the status quo. However, Lynch has shown that the theory of over-reproduction establishes a deterministic and mechanical relationship between educational institutions and the economic system.

It also paints a passive picture of teachers and students in receiving social norms from schools (Zeinlipour and Fakhari, ٢٠١٦: ٩٢). Willis also points out that it is not always the dominant social powers that reproduce the kind of class and social relations necessary for capitalism.

Students' resistance in the form of informal groups and the manifestation of antisocial behaviors in their schools creates a sense of power in them (Malenko, ٢٠٢١: ٣٧). MalekiAvarsin, Talebi, and Soudi (٢٠١٩) state that, in the view of postmodern educators, unlike traditional theorists who consider education to be a neutral issue, education is a political matter.

Hence, Giroux believes that education should not only be seen as a producer of knowledge, but also as a producer of political activists. Rather than rejecting the language of politics, critical education should connect public education with the requirements of a critical democracy. (AhmadabadiArani, ZibaKalam and Mohammadi, ٢٠١٦: ٦٥). Schools not only reproduce economic relations, but also reproduce social relations. For example, Bourdieu and Pessone believe that That the teaching-learning process in schools occurs within specific habits; that is, schools disseminate and reflect a specific type of intellectual, perceptual, evaluation, and action system that protects the material and symbolic interests of the dominant groups and classes in society (Mohammad Beigi, Faqihi, and Nateghi, ٢٠١٧: ٢٤).

Ferreira and Marquez, in their book *The Education of the Oppressed* (۲۰۲۴), state that the oppressed are imperfect beings (as opposed to the perfect human being) and that education plays an important role in protecting them as beings alien to themselves. According to Freire, students have the role of a storehouse and repository, and learning is limited to receiving, retaining, and consuming data.

The relationship between teacher and student is also a one-way relationship (SamaeiSahneh Sarai, ۲۰۱۵: ۱۸). In such a system, the learner becomes a passive being who is unable to understand the nature of his own experience and, in other words, a "stranger to himself."

Illich also believes that schools, with their current structure and functioning, have no role other than institutionalizing social inequalities. One of the basic goals of school is to tame and seduce the younger generation within four walls that have engulfed the dream world of the adult generation (Sharapour, ۲۰۱۰).

Ivan Ilyich states in *Deschooling* that the school is the largest and most anonymous employer in the world. In fact, the school is the best example of a new production unit that replaces guilds, factories, and complexes. The school actually fuses the growth of humiliating dependence on a master with the meaningless growth of absolute power.

This is why students usually want to get out of school as soon as possible and teach the way to salvation to all nations. *Deschooling society* requires that the dual nature of learning be accepted: Emphasis on learning skills alone can be disastrous. Other types of learning must also be considered (Shafi'i, Paraz, and Hashemi, ۲۰۱۰: ۳۶).

Because education creates a space and field of meanings in which events occur and students experience or learn things.

In this semantic field in today's world, the media, the Internet, cyberspace, satellites, and students' relationships with their parents, alongside school and before school, contribute to students' teaching and learning processes.

Therefore, in this new and contemporary context, school is a semantic field that is no longer as spatial or institutionalized as in the past, and here we cannot analyze what children and people in general learn through the Internet, television, family, or mothers using the concept of modeling, institutionalization, or spatialization (Salahshouri, Badolahifar, and Khankdar Tarsi, ۱۴۰۳: ۲۵).

Education in any country plays an important and fundamental role in the social, political, and cultural destiny of that country. Strengthening the country's scientific and educational foundation, transmitting culture to future generations and preserving the heritage of the past, strengthening the national will, creating a correct political vision, establishing social relations, and strengthening the economic foundations are all functions of the educational system that schools can play an important role in achieving.

Therefore, the flourishing of the school is one of the most sensitive and vital missions of educational institutions (Amiri, ۱۴۰۰: ۱۴۱). The school is considered one of the most important and fundamental social institutions in every country, which plays a fundamental role in guiding, educating, and controlling individuals in society and various social, economic, cultural, etc. functions, and its only goal and work is not to educate and teach students.

Cooperation and assistance, discipline, healthy competition, identity formation, learning moral principles, etc. are other functions of the school. On the other hand, it

should be said that the most important and main mission of the school is the students, on whom the main and initial investment should be focused.

The educational system is faced with educating a generation that must prepare them for social life. Ignoring the conditions, requirements, and necessities of social life will cause learners to not learn the necessary skills to adapt to society and suffer serious harm (Podineh, Hossein Gholizadeh, and Mehram, ۲۰۱۸: ۹۸).

The school experience is a context for students' learning (Hamushek, ۲۰۲۰: ۱۶۲). Educational research has identified many factors that can influence students' school achievements and progress, including teachers' academic expectations and assessments of students' abilities and school behaviors, as well as students' academic expectations and their own interpretations of school experiences (Pollock, ۲۰۲۱: ۱۰۵۴).

Freire emphasizes the importance of dialogues that can take place within the school, in the classroom or in small groups, and considers it the duty of the educator to promote them. This dialogue provides moments of reflection and regeneration in all educational institutions (Ferreira and Marquez, ۲۰۲۴: ۶۹).

). Experience is a process in which the thoughts, desires, goals, skills, and powers of understanding of the individual and the environment, which consists of people, objects, and phenomena, affect each other. Dewey says in this regard that if individual experience is considered as what the individual acquires in the course of dealing with the environment; In this case, each person at each stage of development has habits, tendencies, thoughts, information, skills and understanding of different matters. Education is the act of preparing an individual for positive adaptation to the environment, that is, education is carried

out when the individual's existing behavior changes and if this change is in the interest of society.

It is called positive education, and it is called negative education if it distances the individual from society or makes it difficult for him to develop the desired adaptability (Tabatabai, ۲۰۱۸; ۱۲۱).

Therefore, it can be said that schools are planned, organized, and established as social institutions to help individuals socialize, improve economic production, realize themselves and implement the policies of the nation. A mission that schools are responsible for in individual and social terms.

It is of vital importance (Egorova, ۲۰۲۰: ۱۰). The reason why schools are essential to society is that they are the most efficient part of the education system. If schools function in the right way, the society's predetermined goals and expectations from education will be met (Dos and SizmiSavas, ۲۰۱۵: ۴).

According to Hashemi, Najafi, and BakhtiarNasrabadi (۲۰۲۱), an effective school is defined as a school that is an optimal environment for learning in which students' cognitive, emotional, psychomotor, social, and aesthetic development occurs (Robusa, Paras, Prant, Eloise, and Toos, ۲۰۲۱: ۱۵).

Similarly, an effective school is associated with social, academic, emotional, moral and aesthetic development, teacher satisfaction, effective use of resources and achievement of goals, and environmental harmony (Keenan et al., ۲۰۲۱: ۵۴۸). In this sense, educational institutions enable students to learn in almost any context and to make changes in behavior (Dos and Sizmi-Savas, ۲۰۱۵: ۵).

On the other hand, education, as a service institution whose duty is to educate individuals as the assets of a country, has an important and fundamental task that it must perform in

accordance with a pre-determined and planned framework so that it can efficiently fulfill everything that individuals need to update their knowledge (Serpe and Frascia, ۲۰۲۱: ۶).

Education is one of the most important and complex matters that has a very effective role in human life (DehghanMarostati, Farzad and Nouri, ۱۴۰۰: ۱۳۱). The high position of education in the life of humans and even animals is not hidden from any wise person, and its necessity has not been doubted so far; because the right education can lead a person to the peak of values, and if it goes wrong, it can lead him to his downfall;

Because man (unlike animals who know their awareness and needs instinctively) lacks knowledge, understanding, education, and perfection at the beginning of his birth, and gradually, through direct and indirect education and training, his potential talents become actualized.

And they grow and develop (Moradi Mukhlis, Heydari and Poti, ۲۰۱۸: ۱۰). In school education, there are factors that are not part of the explicit curriculum and are also hidden from the eyes and observation of planners and education practitioners. They affect the thoughts, emotions, behavior and personality of learners and in most cases they act more effectively than the predicted curriculum.

Such as: school rules and regulations, school social atmosphere, student-teacher interaction, classroom emotional atmosphere, teachers' judgments, and learners' interests and needs are some of these factors. From the impact of these, thinking about attitudes and tendencies are formed in the learner, which in the curriculum planning literature, those effects are called hidden curriculum.

The hidden curriculum refers to the learning that students experience due to their presence in the heart and context of the culture that governs the educational system (school) (Panahi, Qaedi, Zarghami, and Abdollahi, ۲۰۱۷: ۱۸۴).

Without a doubt, one of the most important components in educating students' citizenship is the hidden and explicit curriculum. Through curricula, students are provided with various types of scientific, social, historical, religious, etc. knowledge, skills and attitudes such as respect, honesty, commitment, responsibility, observance of They become familiar with laws and regulations, self-knowledge, awakening nature and reason, creating a desire and enthusiasm for obedience and worship of God, and cultivating virtues and noble morals, patriotism, law-abidingness, participation, and so on (Shafiee et al., ۲۰۱۰).

Usually, sociologists, education researchers and psychologists often use this concept to describe the informal school system. Perhaps the most important effect of the concept of hidden and overt curriculum lies in the fact that it has led researchers to view school education, teaching and learning as a text that must be interpreted or hidden meanings revealed. It calls out. The hidden curriculum is not written down anywhere, nor is it taught by any teacher. Rather, the school environment, with all its characteristics, teaches it. Regardless of how skilled and competent the school's teachers are, or how advanced the curriculum is, students are exposed to something by chance.

Which has never been mentioned. Over time, under the influence of the hidden and overt curriculum of the school, they develop a specific approach to life and a specific attitude towards education and learning (Tahmasebzadeh Sheikhlari et al., ۲۰۱۰: ۷۲).

Carvalho's (١٩٩٥) research findings showed that there is a value reproduction through hidden and overt curricula that tend towards negative or non-value-based values that are not only perpetuated by students, but also unconsciously fostered by school staff. Social inequalities are an inseparable and inherent part of the school, which is reinforced by teachers and school management. Gintis (١٩٧١) considers the main function of the hidden and overt curricula to be education, control, and social surveillance. Through the hidden and overt curriculum, the school recreates the individual and general skills of students and their social class. And it implicitly prepares them to accept their future social position (Bravo Sotelo and Metilla, ٢٠٢١: ٦).

According to Bolzogin-Ties, hidden and overt curricula have an educational-social-political-economic dimension. One of them is hybrid education, or blended education, which combines conventional and virtual learning (Suzanto, Abdullah, and Setyana, ٢٠٢٥: ٢٠١).

In this type of teaching method (blended learning), sometimes teachers deliver part of the instruction in the classroom and the other part through electronic or web-based media. For example, a teacher can assign homework and projects to his students via the Internet before the start of class and then, based on that homework and project, teach the subject in the face-to-face classroom. And again ask them for web-based assignments and exercises.

The teacher may provide students with an audio or video file of the training and ask them to complete practical work and related projects in a regular classroom (Yazdizadeh, Momeni Mahmoudi, Ajam, and FallahMahneh, ٢٠١٤: ٥١١).

As can be seen, identity requirements and different structural contexts of education have various effects on other dimensions of education and the interactions within it.

Various studies have been conducted in this field, including Najafi (٢٠١٩) who showed in her research that blended learning, due to the combination of the strengths of two traditional and electronic teaching methods (mental imagery, self-regulation, and self-motivation of learning in students), can have a greater impact on the quality of learning compared to traditional teaching alone.

According to Park and Doo (٢٠٢٤), adopting a blended learning approach is an effective, low-risk, and low-cost method to address the challenge of organizational changes that technological advances, including artificial intelligence that can help teachers as teaching assistants, have brought to the teaching-learning process (Hong, Khan, Al-Harbi, and Nazir, ٢٨).

Ceylon and Kasiki (٢٠١٧) and Akundiz and Ekinglo (٢٠٢١) showed that blended learning combines educational content delivery methods with different teaching models, learners' learning styles, optimally combine learning tools, and create new learning opportunities in the form of massive open online courses and mental imagery. It has increased the effectiveness and quality of learning and interaction courses. Accordingly, it is necessary to examine the role of each of the variables of the conventional, blended, and electronic educational methods on the interaction of educational elements, including: inclusive-inclusive, inclusive-instructor, inclusive-content, and instructor-content interactions. Instructor and content-content should be examined on students in schools.

Therefore, one of the most important factors affecting the implementation of blended learning is the content of explicit and implicit curricula, which requires high motivation and scientific competence of teachers (Hang, Khan, Al-Harbi, and Nazir, ٢٠٢٤: ٢٩). So that they can fulfill their unique role as the main pillar of education in the learning process and the desire to acquire

knowledge and science among students (Yan, ٢٠٢٤: ١٩٩). Therefore, this article aims to identify the dimensions and components of an explicit curriculum based on blended learning in the first year of secondary school.

Research Background

Ahmadi et al. (١٤٠٤) stated in a study titled "The Effect of Blended Education Based on Personalized Learning on Motivation and Academic Achievement of High School Students" that implementing a blended education program in the first year of high school significantly increased academic motivation and performance in mathematics and science courses. The results showed that students were more actively involved and more satisfied with the teaching method and interaction with the teacher. The researchers emphasized that personalization of content, diverse use of technologies (educational videos, online classes, interactive exercises), increased immediate feedback, and parental involvement were key factors in the success of this model. Also, the study of self-directed learning showed that the level of responsibility, the development of study strategies, and the individual progress of students had improved.

GhasemiSaadatabadi et al. (١٤٠٣); stated in a study titled "Analysis of the Role of Blended Education in Improving the Teaching-Learning Process in Schools" that the results of this study show that blended education can act as an effective tool in increasing student participation, strengthening critical thinking skills, and improving learning outcomes.

Balderi et al. (٢٠٢٥) stated in a study titled "New Models of Blended Learning Based on Artificial Intelligence in Secondary Schools" that artificial intelligence-based systems significantly increased students' academic

achievement and teacher satisfaction by providing immediate feedback and analyzing learning paths. In particular, schools in underserved areas were able to reduce the academic achievement gap with this technology. The researchers also emphasized that the guiding role of human instructors remains crucial and that AI alone is not enough.

Karanj et al. (٢٠٢٤) stated in their study "International Models of Blended Education: Developments, Opportunities and Threats" that in East Asian countries, blended education, by integrating personalized content and continuous support from educational psychologists, has led to significant growth in deep learning and thinking skills. It has been criticized by students. Technology limitations and differences in digital literacy were reported to be the main challenges in disadvantaged areas.

Research Method

This study is a mixed method (qualitative and quantitative) study. In the qualitative phase, using research literature and semi-structured interviews, the initial components of the content analysis method were identified. The participants in the study were faculty members of public and private universities who have a relevant degree or have published articles, books, authored and taught in this field. The inclusion criteria for the study were experts with at least three years of experience working at a university in the field of educational management, curriculum, and educational technology, as well as managers of the Ministry of Education, specialists with at least a PhD in the fields of curriculum in universities and research-related topics. Sampling method The sampling method was also snowball. According to Toshkari and Tadleyeh, in this sampling method, cases are selected non-randomly and completely purposefully (Toshkari and

Tadleyeh, ۲۰۰۳: ۹۳) Data collection method: To collect quantitative data, a researcher-made questionnaire was used to examine the effectiveness of dimensions and components using the structural equation method from the statistical population of all principals and teachers of public and private junior high schools in Tehran. The sampling method in the qualitative section was snowball sampling. The interviews were conducted in the summer and fall of ۱۴۰۴. The average interview time was ۷۳ minutes. After the interviews were conducted, thematic analysis was used to analyze the data simultaneously with data collection. Thus, after the interviews were conducted, the transcripts of the tapes were first transcribed. After that, a copy of the extracted codes was sent to the interviewee and approved. In order to familiarize themselves with the data and immerse themselves, the data was reread several times, thus identifying primary themes and similar primary themes were placed together in one category, and primary categories were formed.

These categories were merged and formed the themes. There was also a long-term and in-depth data engagement to ensure the accuracy of the data collected. In addition, two other researchers participated in the data analysis in addition to the main researchers. The researcher read the manuscripts to confirm the coding and categories. Participants were re-referred to to increase confirmability. Having maximum diversity in the sampling and long interviews were other ways to increase the validity of the data. From the initial interview, themes and subcategories were formed, and then data reduction continued across all units of analysis (themes) until themes emerged. The interviews continued until the theoretical saturation of the data. Qualitative content analysis was performed with MAXQDA^{۱۲} software. The sampling method in the quantitative part was stratified random and the sample was all principals and teachers of secondary schools in Tehran, which was about interviews were considered as ethical considerations

Table ۱. Sample Size for the Quantitative Phase Using Stratified Sampling

Sample size	Population	Public Schools -Non		Public Schools		Place
		Women	Men	Women	Men	Region
۲۶	۱۰۸	۱۲	۵	۶	۳	Region ۱
۳۷	۱۵۲	۱۸	۹	۸	۲	Region ۲
۲۶	۱۰۳	۱۷	۶	۲	۱	Region ۳
۳۸	۱۶۰	۱۸	۱۰	۷	۳	Region ۴
۳۲	۱۲۱	۱۶	۹	۵	۲	Region ۵
۳۷	۱۵۴	۱۷	۱۳	۵	۲	Region ۸
۲۴	۹۳	۱۲	۹	۲	۱	Region ۱۷
۳۸	۱۵۷	۱۹	۱۴	۳	۲	Region ۱۸
۳۳	۱۲۸	۱۱	۱۶	۴	۲	Region ۱۹
۲۹۱	۱۱۷۶	۱۴۰	۹۱	۴۲	۱۸	Total

Research Findings

Question ۱: What are the dimensions and components of an explicit curriculum based on blended learning in Tehran's junior high school?

To answer this question, interviews with semi-structured questions were designed and conducted with experts in the field as well as senior managers of the Ministry of Education.

Of the total of ١٥ experts participating in this study, ٢١ were faculty members and managers of the Ministry of Education. The qualitative content analysis process was used to identify the dimensions and components of the

explicit curriculum based on blended learning in the first secondary school of Tehran.

In this process, ١٦٧ initial codes were extracted. Through multiple reviews and merging of codes based on similarity and through several stages, you finally extracted ٨ dimensions, ١٩ components, and ٥٧ indicators for an explicit curriculum based on blended learning in junior

Means et al. (٢٠٢٠); Horn & Staker (٢٠١٥); Yousefi (١٣٩٧)	I٣, I٤, I٢١, I٥	-Consistency between in person and virtual objectives	Alignment with the Fundamental Transformation Document	
Qaemi (١٤٠٠); Jalili (١٣٩٦); Ho & Chang (٢٠١٨)	I١٠, I١٨, I٣	Measurability of objectives		
-	I١٠, I١٩, I١, I٦, I١١	Appropriateness of the objective to the students' cognitive level		
Farahani (١٣٩٩); Rashidi (١٤٠١)	I٦, I٨, I١٠, I١٣, I١٤	Observance of Islamic educational values		
Hosseini (٢٠٢١); Alameri (٢٠١٨); Garrison & Vaughan (٢٠١٩)	I١٠, I٨, I١, I١٣, I٤	Relevance of the content related needs-to age	Integration of content	Educational content structure and
Alameri (٢٠١٨); Horn & Staker (٢٠١٥); Means (٢٠٢٠); Fahimi (١٣٩٩)	I٣, I١, I٥, I٤, I٦	Connection between theory and practice		
Horn & Staker (٢٠١٥); Means (٢٠٢٠); Rahmani (١٤٠٠)	I٢, I٦, I١٠, I٩	Use of multimedia content		
-	I١١, I٩, I١٠, I١٤, I٥	Linking religious concepts with modern sciences		
Means (٢٠٢٠); Garrison (٢٠١٩); Jafari (١٣٩٨); Yang (٢٠١٧)	I٦, I١, I٢	dateness of -to-Up resources	Variety of resources	
Garrison & Vaughan (٢٠١٩); Horn (٢٠١٥); Aminnia (١٣٩٧)	I١١, I٧, I١٠, I٣, I١٨	Attention to integrating person and virtual -in learning		
-	I٨, I٣, I٥, I٤, I٢	Student participation in selecting resources		
Horn & Staker (٢٠١٥); Alameri (٢٠١٨); Farahani (١٣٩٩)	I٤, I٣, I٢, I٨, I١٦	Variety of teaching methods	virtual-person-In interaction	Teaching methods and strategies
Alameri (٢٠١٨); Means (٢٠٢٠); Farahani	I٣, I٩, I٥, I٤, I٢	Active role of the learner		

(۱۳۹۹); Asadi (۱۴۰۲)				
Horn & Staker (۲۰۱۵); Alameri (۲۰۱۸); Farahani (۱۳۹۹)	I۵, I۱۸, I۱۷, I۱۶, I۱۴	Adapting the teaching style to the blended environment		
Qaemi (۱۴۰۰); Hosseini (۲۰۲۱); Means (۲۰۲۰)	I۵, I۱۱, I۱۴, I۱۳	Critical thinking and inquisitiveness		
Means (۲۰۲۰); Garrison (۲۰۱۹); Wang (۲۰۱۸)	I۱, I۲, I۹, I۴, I۵	Group and online participation		
Garrison & Vaughan (۲۰۱۹); Horn (۲۰۱۵); Yousefi (۱۳۹۸); Yang (۲۰۱۷)	I۸, I۴, I۱۱, I۱۵	Use of educational technology	Activating learning	
-	I۴, I۱۳, I۱۹, I۱۰, I۱۱	-Independent and research oriented learning		
Horn & Staker (۲۰۱۵); Mohammadi (۱۴۰۱); Qaemi (۱۴۰۰)	I۱, I۹, I۱۳	Continuous and dynamic assessment		
Farahani (۱۳۹۹); Means (۲۰۲۰); Ho (۲۰۱۹)	I۳, I۴, I۱۳	Variety of assessment tools	Blended assessment	
Means (۲۰۲۰); Yang (۲۰۱۷); Hosseini (۲۰۲۱)	I۱۱, I۳, I۱۴, I۲, I۹	Immediate digital feedback		
Alameri (۲۰۱۸); Horn (۲۰۱۵); Wang (۲۰۱۸); Qaemi (۱۴۰۰)	I۱۰, I۱, I۴, I۱۴	-and skill -Performance based assessment		Assessment and evaluation of progress
-	I۱۶, I۴, I۵, I۱۴	Individual and corrective feedback		
Garrison & Vaughan (۲۰۱۹); Means (۲۰۲۰); Qaemi (۱۴۰۰)	I۱۰, I۳, I۸, I۴	Evaluating the learning process alongside the outcome	oriented-Growth	
-	I۴, I۵, I۱, I۴	Focus on individual progress		
Horn & Staker (۲۰۱۵); Means (۲۰۲۰); Yousefi (۱۳۹۸)	I۱۱, I۸, I۱۴, I۱۹	Teacher's mastery of educational technology		
Means (۲۰۲۰); Alameri (۲۰۱۸); Qaemi (۱۴۰۰); Farahani (۱۳۹۹)	I۱۴, I۲, I۱۶	Flexible lesson design	Blended design	
Farahani (۱۳۹۹); Wersley (۲۰۱۷); Means (۲۰۲۰)	I۱۴, I۲, I۱۸, I۵, I۹	use of Innovation in the educational tools		The role of the teacher and coach
-	I۸, I۲, I۱۹, I۱	Creation of localized blended content		
Garrison & Vaughan (۲۰۱۹); Horn (۲۰۱۵); Means (۲۰۲۰)	I۱۱, I۱, I۳, I۸, I۱۶	Guiding and facilitating active learning	Professional empowerment	
-	I۱۶, I۹, I۳, I۲۱	professional Continuous assessment-self		

-	I۲, I۱, I۱۰, I۴	Sharing professional experiences in virtual environments		
Qaemi (۱۴۰۰); Aminnia (۱۳۹۷); Farahani (۱۳۹۹)	I۵, I۸, I۷, I۶, I۴	Updating teaching methods		
Means (۲۰۲۰); Horn (۲۰۱۵); Yang (۲۰۱۷)	I۱۵, I۱۶, I۴, I۱۳	Scheduling appropriate time for virtual sessions	temporal –Spatial flexibility	Organization of learning time and space
Horn (۲۰۱۵); Garrison (۲۰۱۹); Aminnia (۱۳۹۷)	I۱, I۲۰, I۲۱, I۷, I۱۰	-Balance between in person and virtual activities		
-	I۲, I۶, I۱۰, I۹	Planning instructional hours based on learners' needs		
Hosseini (۲۰۲۱); Farahani (۱۳۹۹); Alameri (۲۰۱۸)	I۱۱, I۹, I۱۰, I۴, I۵	Creating a safe and motivating environment	Environmental appropriateness	
Alameri (۲۰۱۸); Means (۲۰۲۰); Yousefi (۱۳۹۸)	I۶, I۱, I۲	Easy access to learning platforms		
-	I۱۱, I۷, I۱۰, I۳, I۸	Compatibility of the physical environment with digital needs		
Means (۲۰۲۰); Horn (۲۰۱۵); Yousefi (۱۳۹۸)	I۸, I۳, I۵, I۴, I۲	Use of trusted educational software	Environmental appropriateness	
-	I۴, I۳, I۲۱, I۸, I۶	Appropriateness of resources for the age level		
Horn (۲۰۱۵); Farahani (۱۳۹۹); Alameri (۲۰۱۸)	I۳, I۹, I۵, I۴, I۲	Equal access to smart devices		
Garrison (۲۰۱۹); Means (۲۰۲۰); Hosseini (۲۰۲۱); Qaemi (۱۴۰۰)	I۵, I۱۸, I۷, I۶, I۴	Quality of video and visual content	Resource accessibility	Learning resources and facilities
-	I۲, I۶, I۷, I۱۹	Continuous technical support		
Alameri (۲۰۱۸); Horn (۲۰۱۵); Rahmani (۱۴۰۰)	I۱۱, I۹, I۳, I۴, I۵	Ongoing review of digital resources		
Qaemi (۱۴۰۰); Farahani (۱۳۹۹); Hosseini (۲۰۲۱)	I۶, I۱۵, I۲	Active communication between families and teachers	school –Family interaction	Educational communication and participation
-	I۹, I۷, I۱۰, I۳, I۸	feedback in Parental learning assessment		
-	I۸, I۳, I۵, I۴, I۲	Family involvement in following up on assignments		
Means (۲۰۲۰); Horn (۲۰۱۵); Garrison (۲۰۱۹)	I۴, I۳, I۵, I۹, I۶	Peer experience sharing and training	Student cooperation	
Horn (۲۰۱۵); Wang	I۱۰, I۶, I۵, I۱, I۲	Collaborative student		

(٢٠١٨); Aminnia (١٣٩٧)	IV	interaction in virtual spaces		
Garrison (٢٠١٩); Means (٢٠٢٠); Horn (٢٠١٥)	I٣, I١١, I٥	Forming study groups person -with blended in and virtual formats	Formation of blended study groups	
-	I٩, I٥, I٤, I٢, I١١	Assigning clear educational roles within the group (leader, (researcher, reporter		
-	I٣, I٤, I١١, I٥	Assessment of group performance and shared feedback at the end of each activity		
Farahani (١٣٩٩); Qaemi (١٤٠٠); Hosseini (٢٠٢١)	I١٠, I٨, I٣	Incorporating social feedback into the program	Interaction with the educational community	
Qaemi (١٤٠٠); Alameri (٢٠١٨); Horn (٢٠١٥)	I١٠, I١٩, I١, I٦, I١١	Collaboration with cultural and scientific institutions		

high school (according to Table ١).

According to the results obtained from the above table, ٨ dimensions, ١٩ components, and ٥٨ indicators were extracted for the explicit curriculum based on blended learning in the first year of secondary school in Tehran.

Question ٢: How are the dimensions and components of the explicit curriculum based on blended learning prioritized in the first year of

secondary education in Tehran? To answer this question, in the first step, we examined the current status of the dimensions and components of the explicit curriculum based on blended learning in the first year of secondary education in Tehran, and the results were analyzed with a one-sample t-test.

Table ٣. Descriptive statistics of the sample of the current state of the explicit curriculum based on blended learning in the first secondary school in Tehran

% ٩٥Confidence Interval		-Significance value (p value-t	Mean	Research Variables	
Upper bound	Lower bound				
٠,٤١٠	٠,٢٧٠	٠,٠١	٩,٥٣٨	٢,٨٤٠٣	Educational and moral objectives
٠,٥٦٨	٠,٤٠٩	٠,٠١	١٢,٠٤٧	٣,١٨٠	Educational content and structure
٠,٥١٠	٠,٣٥٥	٠,٠١	١١,٠٣١	٢,٦١٤٦	Teaching methods and strategies
٠,٦٠٠	٠,٤٥٤	٠,٠١	١٤,١٥١	٢,٧٣٨	Assessment and evaluation of progress
٠,٤٧٩	٠,٢٩٢	٠,٠١	٨,٠٨٤	٢,٦٧	Role of the teacher and instructor
٠,٦١١	٠,٤٥٨	٠,٠١	١٣,٦٨٤	٢,٧٢٢٧	Organization of learning time and space
٠,٦٠٤	٠,٢٥٣	٠,٠١	١٢,٥٢٩	٢,٩٥٢٤	Learning resources and facilities
٠,٧١١	٠,١١١	٠,٠١	١٩,٨٢٨	٢,٩٠٢٢	Educational communication and participation

□ The average of respondents' views on the educational and training goals dimension was $۲,۸۴,۰۳$, which is slightly lower than the median of the Likert scale (۳). The significance value of the test was $۰,۰۱$, which is smaller than the error level of $۰,۰۵$, so the observed average is statistically significant. The t-statistic was also $۹,۵۳۸$, which is greater than the critical value of $۱,۹۶$, and as a result, the research hypothesis is confirmed. Since the lower and upper limits of the confidence interval ($۰,۲۷۰$ and $۰,۴۱۰$) are both positive, it can be said with ۹۵% confidence that the educational and training goals dimension is of significant importance and there is a positive assessment of it.

□ The average view of respondents towards the educational content and structure dimension was calculated as $۳,۱۸۰$, which is above the median of the Likert scale and indicates a positive assessment by the participants. The t-value is $۱۲,۰۴۷$ and the significance level of $۰,۰۱$ is less than $۰,۰۵$, indicating a significant difference between the observed mean and the theoretical number. The lower and upper limits of the confidence interval ($۰,۴۰۹$ and $۰,۵۶۸$) are both positive, so it can be said with ۹۵% confidence that educational content is of great importance in line with the needs and desired structure of the school. □ In the dimension of teaching methods and strategies, the average was reported to be $۲,۶۱۴۶$, which is slightly lower than the average, but considering the t-value of $۱۱,۰۳۱$ and the significance level of $۰,۰۱$ (less than $۰,۰۵$), the difference in the average is statistically significant. Both confidence interval bounds ($۰,۳۵۵$ and $۰,۵۱۰$) are positive and clearly indicate that this dimension is considered one of the factors affecting the quality of education with ۹۵% confidence. □ Regarding the dimension of evaluation and progress measurement, the

average of opinions was estimated to be $۲,۷۳۸$. The t-statistic is $۱۴,۱۵۱$ and the significance level is zero, indicating that the observed difference is significant. The confidence interval with lower and upper limits of $۰,۴۵۴$ and $۰,۶۰۰$ is all positive, and by confirming the research hypothesis, it is inferred that continuous and combined evaluation is one of the important components in improving the training and learning process. It was obtained with $۸,۰۸۴$. The significance level of $۰,۰۰۰$ is smaller than $۰,۰۵$ and the confidence interval ($۰,۲۹۲$ to $۰,۴۷۹$) is positive. Therefore, the role of the teacher in guiding and guiding the education process has been evaluated as effective and meaningful from the respondents' perspective.

□ For the dimension of organizing time and place of learning, the average of the opinions is $۲,۷۲۲۷$ and the t value is $۱۳,۶۸۴$, indicating high significance. The significance level is $۰,۰۱$ and both confidence interval limits ($۰,۴۵۸$ and $۰,۶۱۱$) are positive, indicating the effectiveness of scheduling and organizing methods in optimizing student learning.

□ In the dimension of learning resources and facilities, the mean is $۲,۹۵۲۴$ and the t-statistic is $۱۲,۵۲۹$. The significance level is $۰,۰۱$ and the confidence interval is between $۰,۲۵۳$ and $۰,۶۰۴$, both of which are positive. According to the results, this dimension is of great importance and access to reliable resources and educational facilities has a significant impact on the quality of learning.

□ The average of the educational communication and participation dimension was $۲,۹۰۲۲$ and the t value was $۱۹,۸۲۸$, which indicates a high strength of communication in the model. The significance level of $۰,۰۱$ and the positive limits of the confidence interval ($۰,۱۱۱$ and $۰,۷۱۱$) confirm the role of family

and school educational participation in improving educational performance.

In the second step, to answer the second

question, the structural equation method should be used, as shown below.

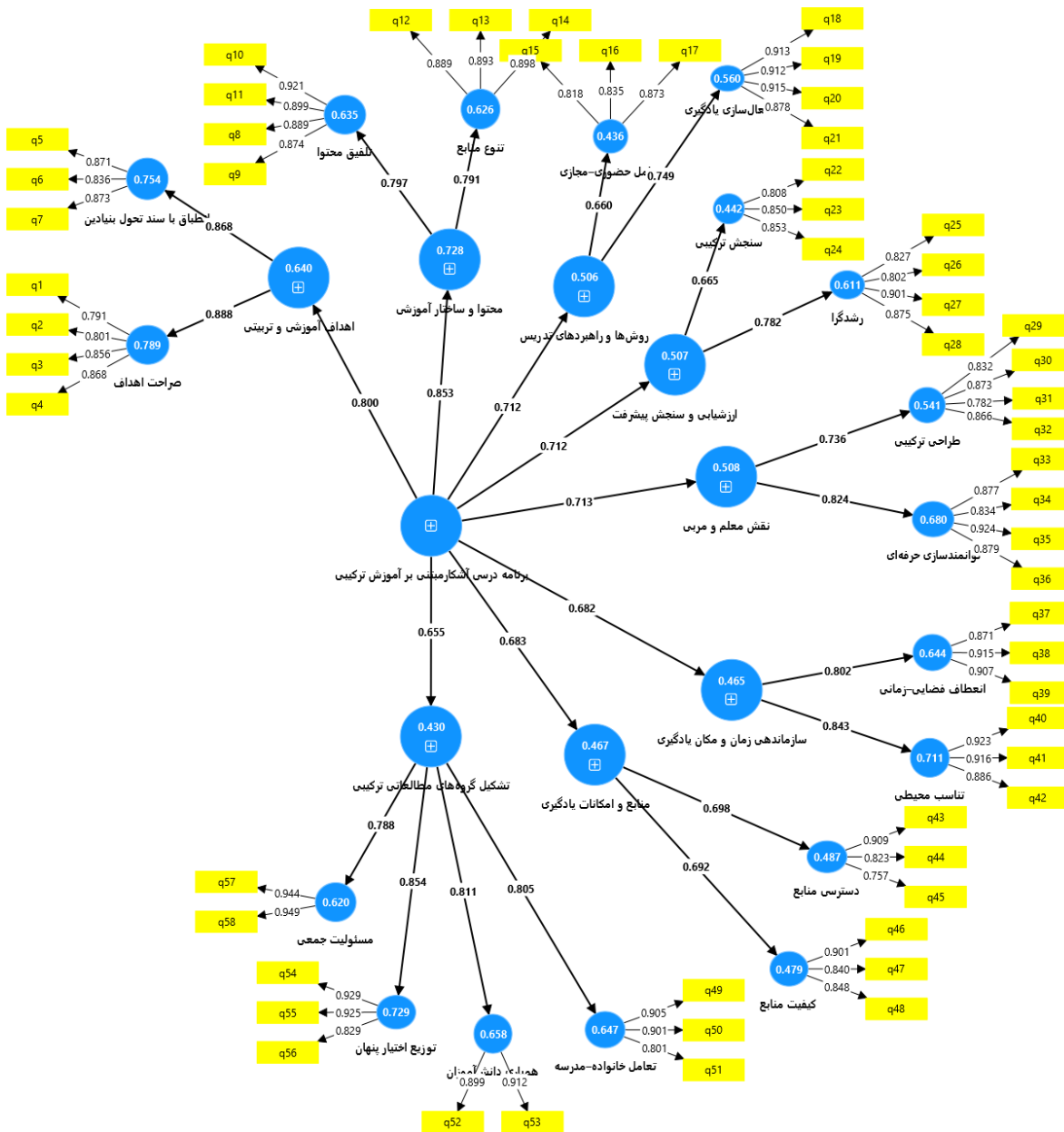


Figure 1. Partial least squares external model (dimensions and components of the explicit curriculum based on blended learning in the first year of secondary school in Tehran)

The relationships between the principal and secondary components are specified with standardized coefficients and indicate the intensity of the influence of each dimension on the central variable. Path analysis shows that

this model also has good conceptual and statistical coherence; all coefficients are above 0.5 and are reported as significant at the 90% confidence level.

At the top of the model, the educational and

training goals dimension is considered one of the most influential components of the model with a coefficient of 0.64. This value indicates the prominent role of clear goal-setting, connection with national values, and compliance with the Fundamental Transformation Document in shaping the direction of the blended curriculum.

In addition, the educational content and structure dimension with a coefficient of 0.72 has the highest contribution to explaining the total variance. This result indicates that content diversity, integration of theory and practice, and use of multimedia resources are the most important factors for success in the obvious pattern; In particular, the dependent indicators (content integration 0.88, resource up-to-dateness 0.79, and topic relevance 0.80) are all at a high level of approval.

After that, the dimension of teaching methods and strategies with a coefficient of 0.56 and an emphasis on diversity of methods, critical thinking, and activation of learning, has taken the third place. The factor loadings of the sub-indices of this dimension - such as group participation 0.66 and face-to-face interaction 0.74 - show In a blended space, interactive methods are more effective than other methods in conveying meaning.

Next in line is the dimension of evaluation and progress measurement with a coefficient of 0.57. Its components such as performance measurement 0.73 and corrective feedback 0.78 emphasize that blended assessment should not only be based on the learner's actual performance but should also be feedback-based and growth-oriented.

The dimension of teacher role and lesson with a coefficient of 0.58 is also an influential component of the model. This dimension emphasizes "professional mastery", "active

learning guidance" and "flexible lesson design", and its indicators such as professional empowerment 0.84 and self-assessment 0.71 indicate the importance of the teacher's role as a facilitator in a blended environment.

In the continuum of effectiveness, the dimension of organizing time and space for learning is ranked with a coefficient of 0.46. The results show that effective time management, spatial flexibility, and environmental suitability are essential for a balance between the face-to-face and virtual parts of education. The high contribution of the environmental suitability index (0.71) in this dimension confirms the importance of aesthetics and safety of educational environments.

After that, the dimension of learning resources and facilities appeared with two components: "access to resources" and "quality of resources" and coefficients of 0.47 and 0.49, respectively. These values indicate that access to reliable software, quality of visual content, and technical support are key criteria for the sustainability of blended learning.

At the end of the model, the educational communication and participation dimension is placed with a coefficient of 0.40, which, although it has the lowest coefficient, is very meaningful from an educational perspective.

Its sub-components, including family-school interaction (0.64) and collective responsibility (0.66), indicate that without effective linkages between school, family, and student groups, the implementation of the blended learning model will remain incomplete. Also, dependent indicators such as implicit authority distribution (0.74) and peer supervision (0.68) emphasize the importance of forming a collaborative structure.

In general, the order of the influence of the

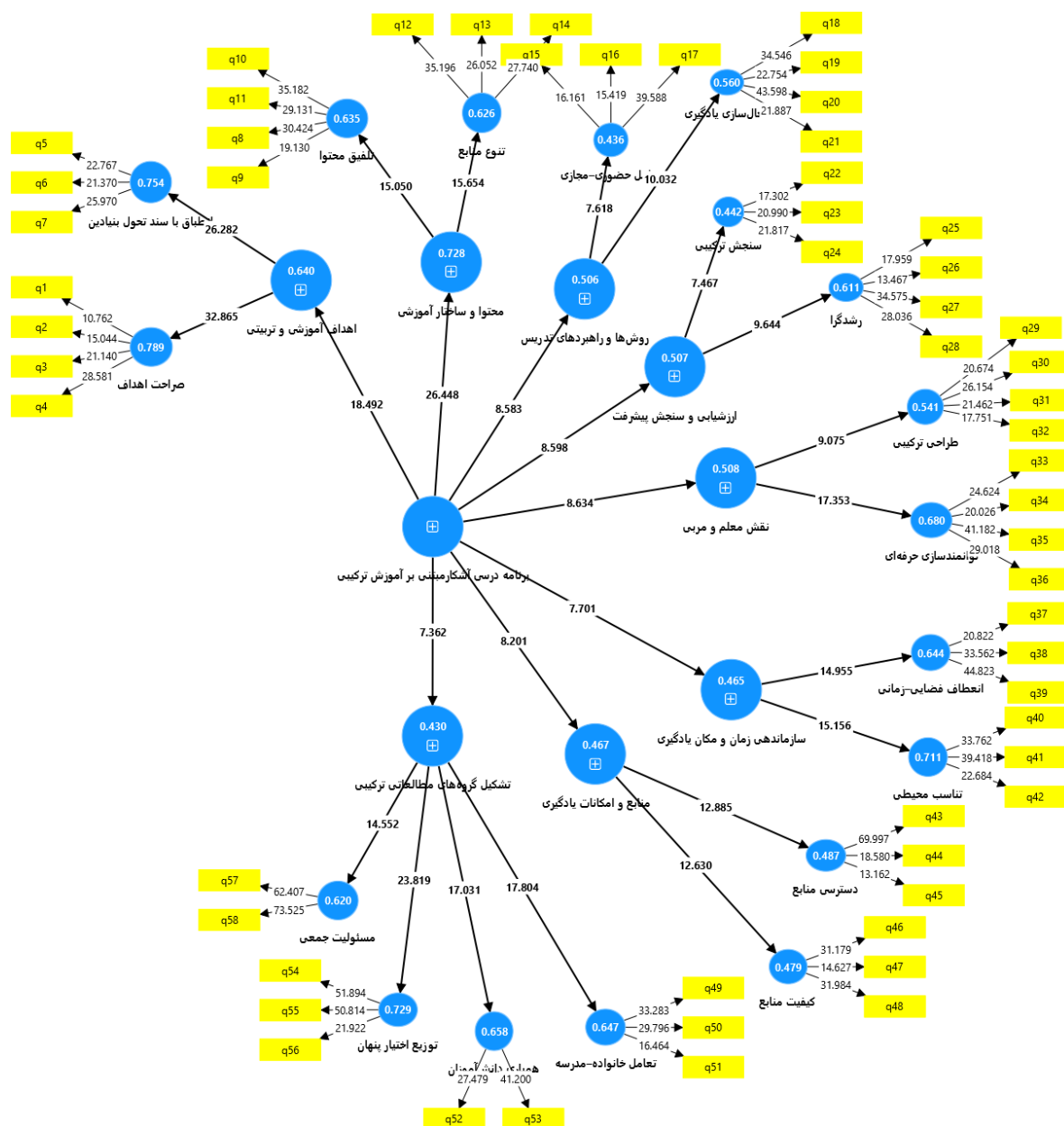
dimensions in this model, from highest to lowest, is as follows:

Educational content and structure (۰,۷۲۸), educational and training goals (۰,۶۴۰), teacher role and lesson (۰,۵۰۸), evaluation and progress measurement (۰,۵۰۷), teaching methods and strategies (۰,۵۰۶), organization of learning time and place (۰,۴۶۵), learning resources and facilities (average ۰,۴۸۳), and educational communication and participation (۰,۴۳۰).

These results show that the explicit model of blended learning relies more on educational

content and goal setting than anything else and is directly fed by the active role of the teacher and the quality of resources. Lower dimensions such as educational participation and time-place of learning, although they have lower coefficients But they play a crucial and intermediary role in the sustainability and generalization of educational effects. Overall, the structure of the model represents a desirable harmony between explicit aspects of the curriculum and modern teaching-learning strategies in blended learning.

Total ۲. T-value statistic of the research model with bootstrapping technique (dimensions and components of the explicit curriculum based on blended learning in the first secondary school of Tehran)



Discussion and conclusion

Learning in the present era is no longer based solely on the transfer of knowledge, but rather emphasizes the connection between learning, experience, and personal meaning, and blended learning is recognized as one of the most effective responses to multidimensional learning needs. The results of the present study showed that The explicit curriculum based on blended learning in junior high school has a structure consisting of eight dimensions, each

According to the diagram (۲), the Bootstrap test is used to confirm the obtained coefficients. In this section, all the obtained values should be compared with the number ۱,۹۶ (null hypothesis). In this diagram, it can be seen again that the educational content and structure dimension with the number ۲۶,۴۴۸ shows a very high number of differences.

of which plays a meaningful role in improving the quality of learning and developing students' multiple competencies.

The most prominent finding of the research is that the educational content and structure dimension plays the largest role in the model with an impact coefficient of ٠,٧٢٨. This indicates that the suitability of educational content to the age, needs, and interests of students and its updating by utilizing new media and technologies is the fundamental axis of the success of blended education.

Such content not only helps to deepen understanding of scientific concepts, but also strengthens the link between in-person and virtual education and increases learners' intrinsic motivation.

The second influential dimension is educational and training goals, which had an impact coefficient of ٠,٦٤٠. Clear, measurable goals that are consistent with Islamic values and the fundamental transformation document determine the path for teachers and students and ensure that the learning process is not just about transferring knowledge but also about enhancing the student's character, ethics, and vision.

In addition to these two, the dimension of the role of teacher and trainer also has a key position in the model with a coefficient of ٠,٥٠٨, because in blended learning, the teacher moves away from the role of a mere transmitter of content and becomes a "learning designer". Teachers' mastery of educational technology, flexible content design, and the ability to guide active learning indicate their central position in achieving meaningful and individual-centered learning.

The dimensions of evaluation and progress measurement and teaching methods and strategies, both with coefficients close to ٠,٥٠, emphasize the importance of combining in-person and virtual evaluations and using diverse

teaching methods in blended environments.

The results showed that the modern evaluation system should move away from the outcome-oriented approach and focus on measuring the learning process, individual growth, and corrective feedback to strengthen motivation and self-regulation in students instead of test anxiety. On the other hand, the use of interactive and active teaching methods, including teamwork, questioning, and inquiry-based learning in blended environments, experience It takes it out of its one-sided state and turns it into a dynamic and creative experience.

Other dimensions such as organizing the time and place of learning, and educational resources and facilities also play a supporting role in this model. Flexible scheduling of educational hours, logical synchronization between in-person and virtual activities, creating a safe and motivating environment, and providing equal access to technological infrastructure pave the way for the realization of educational justice.

The quality of educational resources and continuous technical support also have a significant impact on the sustainability of learning and the motivation of learners, because in a blended environment, technical problems or a lack of appropriate resources can halt or neutralize the learning process. Among them, the educational communication and participation dimension has the lowest numerical value with a coefficient of ٠,٤٣٠, but it is of particular importance from an educational perspective. Family participation in following up on homework, receiving feedback from parents, and creating blended learning groups among students takes the educational space out of its passive state and fosters a sense of responsibility, cooperation, and social interaction among students.

learners. Such a connection makes blended learning not just a school-based activity but a collaborative and social learning experience in which the family and community also play a role.

In the final analysis, it can be said that the explicit curriculum model based on blended learning is one that, by emphasizing coherence of purpose, Content, the role of the teacher, evaluation, and participation can be a scientific and indigenous response to educational challenges in Iranian schools. Unlike traditional educational systems, this model defines learning as interactive, technological, and value-based, and balances the cognitive, emotional, and behavioral dimensions of students.

Therefore, its successful implementation requires continuous revision of the curriculum content, professional empowerment of teachers, development of technological infrastructure, and active participation of families. Such a view can pave the way for the realization of a “smart hybrid school” on the horizon of Iran’s educational transformation system; a school in which knowledge, technology, and ethics serve each other to prepare students for lifeContinuous learning in a dynamic future.

The findings of this study are consistent with the results of a large number of domestic and foreign studies, and at the same time offer a distinctive and innovative approach in some aspects. In terms of consistency, the results regarding the prominent role of educational content and program structure are fully consistent with the studies of Garrison and Vaughan (۲۰۱۹), Brown (۲۰۲۳), and Ahmadi (۱۴۰۴) It is consistent that all of them have emphasized the importance of integrating multimedia content, flexibility in design, and

the link between theory and practice in blended learning. Also, the findings about the necessity of purposefulness and clarity of goals are consistent with the research of Ghaemi (۱۴۰۰) and Farahani (۱۳۹۹); both studies have emphasized that adapting goals to national values and moral education of students should be the focus. It should be the focus of lesson design. The guiding role of the teacher, which is introduced in this study as one of the influential dimensions, is completely in line with the views of Hornvaster (۲۰۱۵), Yang (۲۰۱۷), and Malek et al. (۱۴۰۱), because these researchers also emphasize that in blended learning, the role of the teacher has changed from a knowledge transmitter to a learning designer and facilitator. The direct relationship between teaching methods, blended assessment, and self-regulatory growth is also consistent with the findings of Farahani (۲۰۱۰), Mousavi Mirzaei (۲۰۱۵), and Hosseini (۲۰۲۱), who have shown that process-based and feedback-based assessment increases learner motivation and participation.

Theoretically, the emphasis on educational justice and providing equal learning opportunities in terms of resources and facilities is also consistent with the views of Smith (۲۰۲۳) and Yazdizadeh et al. (۱۴۰۲); they believe that blended learning can only function fairly if there is universal access to technology and psychological support.

Also, this research's view of the dimension of educational communication and participation, especially the role of the family in pursuing blended learning, is in line with the studies of Park and Doo (۲۰۲۴) and Paul (۲۰۲۳), which emphasize the necessity of connecting family and school in digital education.

On the contrary, a kind of misalignment is observed in a few limited axes. Contrary to the findings of Freire (۲۰۲۴) and Illich (۲۰۱۰), who consider formal education as a tool for reproducing the power structure, the results of this research showed that in the blended learning model, school can become a platform for participation and empowerment of learners.

not a passive institution. This means that educational technology in managed conditions is a factor in decentralizing power from the teacher to the group of learners and can enhance learning justice. Also, contrary to the view of Bourdieu and Péron (quoted in Mohammad Beigou et al., ۲۰۱۷), which The curriculum is considered to reflect the class structure of society. In this model, by highlighting the role of comprehensive feedback, the student's share in the educational decision-making process has increased, and the curriculum has moved towards reflecting a dialogic and participatory culture.

In addition, some modern blended learning theories that have a purely technological approach – such as the models of Graham (۲۰۲۴) and Thompson (۲۰۲۵) – summarize learning mainly in the virtual environment, while the findings of the present study showed that the balance between face-to-face and virtual interaction and the integration of human values with technology are the prerequisites for the successful implementation of the model in Iranian schools.

In summary, it can be said that the approach of this research is in line with the majority of research, but in terms of the connection between moral values, educational justice and educational technology, it presents an independent and indigenous path. Thus, the findings, while confirming previous results in the technical and technical field of blended

learning, have added an ethical and value perspective to it that can transform the proposed model from a To elevate mere education to a comprehensive educational framework.

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