On the evaluation of the context – based math curriculum of 10 grade of high school from the view point of the math teachers

Gholamali Ahmadi, Haleh Sheikholeslami, Alireza Assareh,Ebrahim Reyhani

Abstract
This paper evaluates the curriculum of 10th grade mathematics from the perspective of the respective teachers working in Tehran, Iran. The research is based on Aker’s curriculum elements and it also has emphasis on the mathematics context-based approach. The method is descriptive background study. The tool for the research is a self-constructed questionnaire which has been validated with the content validation method. The Cornbach’s alpha test has been utilized to test the consistency of the questionnaire which resulted in value equal to 0.910. The statistics sample size is equal to 248 people all of which has been working as teachers throughout the 2017 academic year. To attain samples, we utilized multistage cluster sampling that carried out on a sample of 111 respective teachers. In order to compare the proportion of proponents to opponents for every item of the questionnaire, the non-parametric normal approximation of binomial distribution has been utilized and one sample t test is used for the answers. The results reveal that the answer to the 6 research question were negative. In other words, in 10th grade mathematics curriculum, despite of emphasis of the national curriculum, is neglectful to the elements of logic and objectives, principles and methods of content selection and organization, learning and teaching approaches, teachers’ role and the place and the time for teaching according to context-based approaches.

Conclusions
Therefore, the interpretation of the results of the research findings shows that the answer to six research questions was negative from the viewpoint of the teachers. In the tenth curriculum of human studies, despite the emphasis of the national curriculum, the elements of logic and goals, the principles and methods for selecting and organizing content, teaching strategies and learning materials, the role of the teacher, the grouping, the appropriate time and place of the curriculum with regard to the field-based approach, no attention has been paid.