

Explaining the Elements of the Moral Education Curriculum According to the Rađavi Tradition¹

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Abstract

The moral nurture of trainees is of the most important problem in every educational system. The aim of this research is explanation of features of curriculum's components for moral nurture in regard to Imam Ridā's (as) educational method. Approach of the research is descriptive and its method is research synthesis. The research population is all articles (30 articles), which have been presented from 2008 to 2020 about the Imam Ridā's (as) educational method. The research sample is 19 articles, which have been chosen systematically on thematic monitoring and theoretical data saturation. The data of research have been gathered from descriptive analysis of studying documents. By analyzing the data, the feature of curriculum's components is organized on 6 dimensions, 25 factors due to Miller's theory. Based on results, the goals of curriculum for moral nurture must be diverse, targeted, flexible and democratic, the positive, and amendatory moral training, active methods, and, direct and indirect methods. Learner is spontaneous, interactive, independent and responsible; and teacher has professional skills, communication skills and has moral virtues and is a handsome person; Assessment of the moral nurture process is continuous and comprehensive in which is concerned self-assessment and moderation principle and the fit learning environment must have ethical and religious atmosphere.

Keywords: Radavi's lifestyle, Educational biography, Moral Education, Curriculum.

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