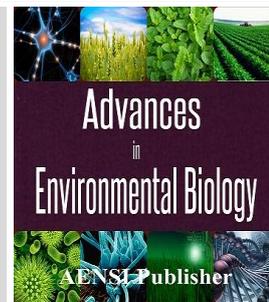




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## The Investigation of the Computer Web Lesson-Plans of the Computer Major Problems in Terms of Tabriz Industrial-School Students' Viewpoints During 2013-2014 Educational Years

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### ABSTRACT

This study investigated to identify the problems of introduction to computer networks curriculum from the perspective of teachers. The research was applied and descriptive type. Statistical population was all of introduction to computer networks teachers of Tabriz including 180. The method of sampling was stratified including 123 teachers using the Morgan's Schedule. The research instrument was a researcher made questionnaire. By Applying Cronbach's alpha method the reliability for the aim element was 0.94, the content element 0.78, the teaching methods element 0.63 and for evaluation element was 0.90. The validity of research was confirmed with by research supervisor. The results indicated that the element of the aims, content, teaching methods and evaluation had problems and the status of each element was below the average from the perspective of teachers.

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## INTRODUCTION

The main task or duty of every educational system is subjected to literate and educate people and the whole learners for the process of the development of a community. One of the most essential influencing factors on the country's scientific development is subjected to the educational system directly. This relation is having a stabilized and logical framework that has been established as a necessary feature of every country education system raising the quality of the lesson plans and scientific affairs [8]. Today, due to the rapid development of technology and industry, the recruitment of expertise human force is a basic and fundamental requirement of the manufacturing, producing, industrial and service-oriented centers. The technical and professional educations can be considered as the main and fundamental factors of the education system. The technical and professional schools try their best affairs to educate the most literate people effectively being applied in the future of the country potentially. The main and basic purpose of the technical and professional schools is to educate the most efficient and committed human forces. This makes people to get ready for giving their own skills occupationally. The major "Computer" has been established as the high potential fields of technical and professional branches having very close relationship with the present century and technological affairs; this major has been also paid attention by parents and students and the statistics of the participants is incredibly growing these days around the world. In the other hand, in the recent decades the computer-based webs have been considered as the fastest low-expense communicative tools. This evolutionary step can lead to make a suitable arrangement of the technology going to reach to the different information easily. This information can make the greatest bond towards the various cultures, arts, family and social affairs, political and military issues; also it makes the best accessibility towards the commercial and economical interactions. We know that we are living in a technology-based community and if someone can reach to it easily with low payments or wages, he or she will be successful in the related pavement. The main purpose of the lesson plan is to educate the computer-based webs and to find the related talents and abilities of the whole students raising their

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technological and scientific literacy. Also, this lesson is the last or final lessons of the computer field and the success or unsuccessfulness of the whole students depend on this lesson influencing on their future occupational issues directly. Hence, the quality of the educational system and other necessary issues and the way of teaching and testing issues are the most fundamental cases in this regard. According to the above-mentioned statements, the researcher tries to determine the problems of the lesson plan elements (target, context, teaching method and testing) regarding to the web lesson in terms of students viewpoints; this makes an easy way to eliminate the obstacles of the lesson planning affairs. Samadi showed that after the investigation of the differences and similarities of the information technology educational plans into the related countries, there has been a comprehensive plan or pattern for the technological education of Iranian System by relying on the under study countries' lesson plans and considering the criteria of the information-technology during 20 years documents. This plan has been called the Iranian educational system development. Husseinikhah [7] in a research titling "the comparative analysis of the English language in Iran and Sweden educational system" concluded that training English language in Iran has got some deficiencies in terms of beginning time, lesson hours, lesson plan targets, suggested context and lesson books as well as national tests. Based on this, by relying on the Swedish pros and cons regarding to the English language training affairs as well as the suggested plans such as national lesson plan documents and manuals of foreign languages lesson plans can help the country to heal its own English language issues in this pavement. Haji Husseininezhad [6] showed that training based on teaching for digesting the issues can recover the analytical and mental abilities of the whole students but in the knowledge level, they follow the traditional approaches. Salami [9] showed that the lack of enough knowledge or conscious of the students and other executives from the targets and purposes of the lesson plans, the lack of educational facilitations, the lack of educational space and workshop, the lack of teaching hours for graphical paging issues and photography, the lack of enough teaching and testing methods in the art field and the low number of students cannot optimize the scientific level of students potentially. Yazdani showed that the balanced attention towards the triple fields of the learning and the represented targets is necessary in relation to the cognitive and skill issues. Adibmanesh [3] concluded that the groups with enough knowledge and moderate attitude and insufficient skill are being disappeared at school setting. The high schools of Kermanshah City do not have enough and suitable facilitation for supplementing the lesson plan affairs. Abtahi [2] showed that two groups of experts and specialists have considered the lesson plan as the highest ability for increasing the five skills of students such as public and social issues, self-management, personal independency, self reliance of the economy and professional rehabilitation along with reaching to the occupational affairs efficiently. But both groups of teachers and employers have considered the ability as the low-level case for developing the related skills between the whole students. For the reason, due to the theoretical difference of these groups regarding to the lesson plan and official experts with teachers and employers, it should be stated that as the whole teachers and employers are the main executives of the high school lesson plan issues, it is necessary for these professional teachers and employers to act or revise their own comments along with the lesson plan affairs. Shekari showed that there is a significant difference between teachers and students' viewpoints in relation to the lesson plan contrastive analysis with pre-determined targets. In relation to the consideration of the approaches and criteria as well as choosing or arranging the lesson plan with the learning experiences, we can find a significant difference, too. Also, there is no observed any significant difference between the context adaptations of the History Lesson with the real requirements of the community. Finally, there is no observed a significant difference between the viewpoints of teachers and students in the field of History Lesson Context Comparison with their abilities, requirements and interests. Mohammadi showed that the attitude of teachers towards the effectiveness of the Software in teaching process is the main factor of students' confidence sensation in using FAWA and teaching. Maleki (2009) showed that the obtained results represent that by the help of FAWA the whole requirements and suitable targets of the learners and their interests can be prepare and provided along with the social and community-based requirements potentially. Also FAWA can provide the possibility of the individual learning, applying the teaching active methods, different testing processes, question analysis, tools, and results of testing and comparison of high school students' educational progression as scientific-based case. Teachers can interact together by the use of FAWA regarding to the lesson contexts and plans. Fathi and Ejarghah [11] tried to picture the controversial issues regarding to the role of lesson plan by analyzing the whole patterns and theories; along this, they tried to give a comprehensive attitude towards the lesson plan makers regarding to the requirement-evaluating element. In the present study, there have been represented three main approaches (logical, interactive and critical approaches) in the field of requirement-evaluating of the lesson plan issues and the suggested and given approaches have been also investigated in this pavement. Adibnia [4] showed that the context of the fourth grade mathematic book with the primary school targets, adjusting and arranging the context and lesson planning (continuation, inauguration and cohesion), psychological basics and growth phases and learning, application of mathematic teaching methods and advanced educational instruments, suitable features of the lesson books, daily life requirements and social conditions and students learned affairs is adaptive in this case.

## METHOD AND MATERIALS

This research is an applied type of study purposefully; it also is a descriptive research methodologically; in relation to the time, it is a cross-section study. The statistical population: it includes the whole computer webs students of the five districts of Tabriz City during 2013-2014 educational years. The number of these students is about 180 people. Sampling method and sample volume: the sample volume by relying on Morgan Table is 123 ones. The sampling method is achieved by proportional categorization method. According to the ratio of the female and male art students of every district, the sample volume is distributed based on the following table among the five districts of Tabriz City.

**Table 1:** Population distribution and research statistical sample.

| District      | District 1 |      | District 2 |      | District 3 |      | District 4 |      | District 5 |      | Total  |      |     |
|---------------|------------|------|------------|------|------------|------|------------|------|------------|------|--------|------|-----|
|               | Female     | Male | Female | Male |     |
| Population    | 29         | 21   | 23         | 14   | 16         | 10   | 29         | 16   | 12         | 10   | 109    | 71   | 180 |
| Sample volume | 20         | 14   | 15         | 10   | 11         | 7    | 20         | 11   | 8          | 7    | 74     | 49   | 123 |

### Measuring tools:

A questionnaire made of the research has been applied in order to measure the problems of the lesson plan affairs. This questionnaire includes four sections regarding to the elements of lesson plan (target, context, methodology and testing); this has got 35 questions. The questions 1-14 have been related to the elements of the lesson plan; the questions 15-21 are subjected to the elements of lesson plan context and questions 27-35 have been also paid attention to the testing element. Every question has got 5 responses in LIKERT based domain including very low = 1, low = 2, moderate = 3, high = 4 and very high = 5). The validity of the questionnaire is 0.94 for lesson plan target element, 0.78 for the lesson plan context, 0.63 for the educational methods and 0.90 for the testing after the experimental completion between 20 people by the use of Cronbach alpha formula. The reliability of the questionnaire has been confirmed by the consultant professor. Data gathering method: after specifying the students, the lesson of web has been given and completed for the students' familiarity along with the necessary arrangements of Tabriz five districts. Data analysis method: the descriptive statistic indices such as tables and diagrams and distribution charts and mean were applied to describe the data. In order to analyze the research questions, t simple statistical test was also applied and the related data was also analyzed by the use of SPSS Software.

### Data analysis:

What are the main problems of the lesson plan targets in relation to the familiarity with the web in terms of students' viewpoints? In order to respond to the question, the status of the lesson plan targets and lesson familiarity with web has been evaluated by T simple statistical method that the results are as following table:

**Table 2:** t-simple test.

| Elements                                    | Assumed mean = 3 |     |       |                 |                                    |         |
|---|------------------|-----|-------|-----------------|------------------------------------|---------|
|   | Statistics t     | DF  | Sig   | Mean difference | 95% confidence level of difference |         |
|   |                  |     |       |                 | High                               | Low     |
| Attention to student requirements           | -3.570           | 122 | 0.001 | -0.260          | -0.40                              | -0.12   |
| Attention to targets and its representation | -5.969           | 122 | 0.001 | -0.43902        | -0.5846                            | -0.2943 |
| Arrangement and its supplementation ability | -1.284           | 122 | 0.202 | -0.11789        | -0.2997                            | 0.0639  |
| Attention to knowledge                      | 4.306            | 122 | 0.001 | 0.390           | 0.21                               | 0.57    |
| Attention to understanding                  | 2.302            | 122 | 0.023 | 0.211           | 0.03                               | 0.39    |
| Attention to application                    | -1.508           | 122 | 0.134 | -0.146          | -0.34                              | 0.05    |
| Attention to analysis                       | -2.180           | 122 | 0.031 | -0.228          | -0.43                              | -0.02   |
| Attention to combination                    | 1.771            | 122 | 0.079 | 0.171           | -0.02                              | 0.28    |
| Attention to judgment                       | 0.799            | 122 | 0.426 | 0.081           | -0.12                              | 0.28    |
| Attention to lesson plan targets            | -3.142           | 122 | 0.002 | -0.12427        | -0.2026                            | -0.0460 |

The result of t-simple test according to table 2 shows that there is a significant difference between the measured mean paying attentions to the students' requirements (2.74) and the assumed mean (3). It also is significant due to the measured t with DF (122) in  $p < 0.05$  sig level. And the measured mean is lower than the assumed mean. In other words, the degree of attention to the students' requirements is established in moderate level in representing the targets of the familiarity lesson with the web. The explicit representation (2.56) and the assumed mean (3) made a significant difference in this regard. Due to the measured t with DF (122) in  $p < 0.05$  sig level, it can be considered as significant in this regard. And the measured mean is lower than the assumed mean. In other words, the students' viewpoints (teachers) and the degree of attention and the explicit representation of the familiarity lesson of the web are lower than the moderate level. Hence, there is a

significant different between the measured arrangement and ability of supplementing the targets (2.88) and the assumed mean (3), we can find a significant difference in this regard due to the measured t with DF (122) in  $p < 0.05$  sig level, it is significant; In other words, the students' viewpoints (teachers) and the degree of attention and the explicit representation of the familiarity lesson of the web is lower than the moderate level. Due to the knowledge level (3.39) with DF (122) in  $p < 0.05$  sig level, it can be considered as significant in this regard. And the measured mean is lower than the assumed mean. In other words, the students' viewpoints (teachers) and the degree of attention and the explicit representation of the familiarity lesson of the web are lower than the moderate level. There is a significant difference between the measured attention towards the understanding level (3.21) and the assumed mean (3) due to the measured t with DF (122) in  $p < 0.05$  and the measured mean is higher than the assumed mean. In other words, according to the students' viewpoints (teachers), the degree of the attention towards the understanding level in lesson plan of the web familiarity is higher than the moderate level. There is no found a significant difference between the measured mean towards the application level (2.85) and assumed mean (3) due to the measured t with DF (122) in  $p < 0.05$  sig level. In other words, according to the students' viewpoints (teachers), the degree of the attention towards the understanding level in lesson plan of the web familiarity is higher than the moderate level. There is no found a significant difference between the measured mean towards the application level (2.77) and assumed mean (3) due to the measured t with DF (122) in  $p < 0.05$  sig level. In other words, according to the students' viewpoints (teachers), the degree of the attention towards the understanding level in lesson plan of the web familiarity is higher than the moderate level. There is no found a significant difference between the measured mean towards the application level (3.17) and assumed mean (3) due to the measured t with DF (122) in  $p < 0.05$  sig level. In other words, according to the students' viewpoints (teachers), the degree of the attention towards the understanding level in lesson plan of the web familiarity is higher than the moderate level. There is no found a significant difference between the measured mean towards the application level (3.08) and assumed mean (3) due to the measured t with DF (122) in  $p < 0.05$  sig level. In other words, according to the students' viewpoints (teachers), the degree of the attention towards the understanding level in lesson plan of the web familiarity is higher than the moderate level.

**Table 3:** t-simple test.

| Elements                           | Assumed mean = 3 |     |       |                 |                                    |         |
|------------------------------------|------------------|-----|-------|-----------------|------------------------------------|---------|
|                                    | Statistics t     | DF  | Sig   | Mean difference | 95% confidence level of difference |         |
|                                    |                  |     |       |                 | High                               | Low     |
| Attention to new issues            | -6.265           | 122 | 0.001 | -0.49187        | -0.6473                            | -0.3365 |
| Suitability with ability of talent | -1.771           | 122 | 0.079 | -0.171          | -0.36                              | 0.02    |
| Context vertical relationship      | 1.488            | 122 | 0.139 | 0.13415         | -0.0444                            | 0.3127  |
| Context horizontal relationship    | -5.026           | 122 | 0.001 | -0.40650        | -0.5666                            | -0.2464 |
| Total context of the lesson plan   | -3.790           | 122 | 0.001 | -0.24274        | -0.3695                            | -0.1160 |

There is no found a significant difference between the measured mean towards the application level (2.87) and assumed mean (3) due to the measured t with DF (122) in  $p < 0.05$  sig level. In other words, according to the students' viewpoints (teachers), the degree of the attention towards the understanding level in lesson plan of the web familiarity is higher than the moderate level. There is no found a significant difference between the measured mean towards the application level (2.50) and assumed mean (3) due to the measured t with DF (122) in  $p < 0.05$  sig level. In other words, according to the students' viewpoints (teachers), the degree of the attention towards the understanding level in lesson plan of the web familiarity is higher than the moderate level. There is no found a significant difference between the measured mean towards the application level (2.83) and assumed mean (3) due to the measured t with DF (122) in  $p < 0.05$  sig level. In other words, according to the students' viewpoints (teachers), the degree of the attention towards the understanding level in lesson plan of the web familiarity is higher than the moderate level. There is no found a significant difference between the measured mean towards the application level (3.33) and assumed mean (3) due to the measured t with DF (122) in  $p < 0.05$  sig level. In other words, according to the students' viewpoints (teachers), the degree of the attention towards the understanding level in lesson plan of the web familiarity is higher than the moderate level. There is no found a significant difference between the measured mean towards the application level (3.59) and assumed mean (3) due to the measured t with DF (122) in  $p < 0.05$  sig level. In other words, according to the students' viewpoints (teachers), the degree of the attention towards the understanding level in lesson plan of the web familiarity is higher than the moderate level. There is no found a significant difference between the measured mean towards the application level (2.87) and assumed mean (3) due to the measured t with DF (122) in  $p < 0.05$  sig level.

In other words, according to the students' viewpoints (teachers), the degree of the attention towards the understanding level in lesson plan of the web familiarity is higher than the moderate level. There is no found a significant difference between the measured mean towards the application level (2.83) and assumed mean (3) due to the measured t with DF (122) in  $p < 0.05$  sig level. In other words, according to the students' viewpoints (teachers), the degree of the attention towards the understanding level in lesson plan of the web familiarity is higher than the moderate level. There is no found a significant difference between the measured mean towards the application level (2.98) and assumed mean (3) due to the measured t with DF (122) in  $p < 0.05$  sig level. In

other words, according to the students' viewpoints (teachers), the degree of the attention towards the understanding level in lesson plan of the web familiarity is higher than the moderate level. There is no found a significant difference between the measured mean towards the application level (2.87) and assumed mean (3) due to the measured t with DF (122) in  $p < 0.05$  sig level. In other words, according to the students' viewpoints (teachers), the degree of the attention towards the understanding level in lesson plan of the web familiarity is higher than the moderate level. There is no found a significant difference between the measured mean towards the application level (3.12) and assumed mean (3) due to the measured t with DF (122) in  $p < 0.05$  sig level. In other words, according to the students' viewpoints (teachers), the degree of the attention towards the understanding level in lesson plan of the web familiarity is higher than the moderate level. There is no found a significant difference between the measured mean towards the application level (2.89) and assumed mean (3) due to the measured t with DF (122) in  $p < 0.05$  sig level.

**Table 4:** t-simple test.

| Elements                                  | Assumed mean = 3 |     |       |                 |                                    |        |
|---|------------------|-----|-------|-----------------|------------------------------------|--------|
|   | Statistics t     | DF  | Sig   | Mean difference | 95% confidence level of difference |        |
|   |                  |     |       |                 | High                               | Low    |
| Ability of supplementation                | 1.700            | 122 | 0.092 | -0.171          | -0.37                              | 0.03   |
| Suitability with exclusive period         | 0.284            | 122 | 0.777 | -0.024          | -0.19                              | 0.15   |
| Attention to teamwork                     | 1.367            | 122 | 0.174 | -0.130          | -0.32                              | 0.06   |
| Applying assisted educational instruments | 1.129            | 122 | 0.261 | 0.122           | -0.09                              | 0.34   |
| Total educational methods                 | 1.394            | 122 | 0.166 | -0.10081        | -0.2440                            | 0.0424 |

**Table 5:** t-simple test.

| Elements                         | Assumed mean = 3 |     |       |                 |                                    |        |
|----------------------------------|------------------|-----|-------|-----------------|------------------------------------|--------|
|                                  | Statistics t     | DF  | Sig   | Mean difference | 95% confidence level of difference |        |
|                                  |                  |     |       |                 | High                               | Low    |
| Ability of supplementation       | -3.140           | 122 | 0.002 | -0.325          | -0.530                             | -0.120 |
| Attention to preliminary testing | -6.862           | 122 | 0.001 | -0.532          | -0.686                             | -0.378 |
| Attention to continuous testing  | -11.729          | 122 | 0.001 | -0.791          | -0.924                             | -0.657 |
| Attention to final testing       | -9.427           | 122 | 0.001 | -0.788          | -0.954                             | -0.623 |
| Total testing                    | -10.462          | 122 | 0.001 | -0.645          | -0.768                             | -0.954 |

In other words, according to the students' viewpoints (teachers), the degree of the attention towards the understanding level in lesson plan of the web familiarity is higher than the moderate level. There is no found a significant difference between the measured mean towards the application level (2.67) and assumed mean (3) due to the measured t with DF (122) in  $p < 0.05$  sig level. In other words, according to the students' viewpoints (teachers), the degree of the attention towards the understanding level in lesson plan of the web familiarity is higher than the moderate level. There is no found a significant difference between the measured mean towards the application level (2.64) and assumed mean (3) due to the measured t with DF (122) in  $p < 0.05$  sig level. In other words, according to the students' viewpoints (teachers), the degree of the attention towards the understanding level in lesson plan of the web familiarity is higher than the moderate level. There is no found a significant difference between the measured mean towards the application level (2.20) and assumed mean (3) due to the measured t with DF (122) in  $p < 0.05$  sig level. In other words, according to the students' viewpoints (teachers), the degree of the attention towards the understanding level in lesson plan of the web familiarity is higher than the moderate level. There is no found a significant difference between the measured mean towards the application level (2.21) and assumed mean (3) due to the measured t with DF (122) in  $p < 0.05$  sig level. In other words, according to the students' viewpoints (teachers), the degree of the attention towards the understanding level in lesson plan of the web familiarity is higher than the moderate level. There is no found a significant difference between the measured mean towards the application level (2.35) and assumed mean (3) due to the measured t with DF (122) in  $p < 0.05$  sig level.

#### Discussion and conclusion:

The lesson plan of the familiarity with the web is one of the most important and essential computer lessons of the vocational branches. In the recent decades, the computer webs have been considered as the main backgrounds of the communication issues with low expenses and rapid speeds. This evolutionary phase has been led to make a way for arranging the different information. This information can bind the different cultural, artistic, family, social and political and military issues. We know that we are living in a technology-based community and if someone can reach to it easily with low payments or wages, he or she will be successful in the related pavement. Hence, the students of this major require the techniques and skills being fluent for their future occupational affairs. Presumably, it can be stated that the greatest part of the computer market is belonged to the companies and people that they give their computer-assisted services in this pavement. The results of the former studies show that the students of the computer field have not been successful in finding a good job in this field. One reason may be subjected to the lesson plan of the related field. The investigation and determination of the

lesson plan problems regarding to the familiarity lesson require the determination of this lesson plan concept in this pavement. The lesson plan is subjected to the basic summary of the educational opportunities designed to arrange the students' educational affairs. The lesson plan of the familiarity with web is consisted of four educational elements like other plans including the target, context, educational methods and testing that every element has got its own influence on the progression of students. Thus, the present study is to determine the problematic issues of the familiarity with the web lesson in terms of students' viewpoints. It should be necessary to be mentioned that there has not been carried out any study regarding to the background of the familiarity lesson plan before. Thus, the experimental background of the findings and results has not been mentioned in this chapter. What are the main problems of the familiarity with web lesson in terms of the students' viewpoints in Tabriz five districts schools? The questions mentioned about the problems of the familiarity lesson plan target elements with the represented web are as following: degree of attention towards the students' requirements, attention to the lesson targets and explicit targets, arranging targets and supplementing the abilities and attention to the six fields' cognitive issues. The obtained results showed that the measured mean of the attention to students' requirements is lower than the assumed mean. In other words, in terms of the students' viewpoints (teachers) the degree of the attention towards the students' requirements in representing the targets of the lesson familiarity with the web is ranging from low to moderate level. The educational psychologists consider the students as the main axe or coordination of the educational purposes. They consider any out of educational requirement activity as the students' tendency calling the suitable scientific, social and cultural functions as necessary affairs [10]. According to students' viewpoints (teachers) this has been neglected in planning the lesson familiarity of the web and the degree of the attention to the requirements and students' interests is very low in this pavement. The obtained results of the study showed that the measured mean of the attention to the targets is lower than the assumed mean. In other words, in terms of the students' viewpoints (teachers) the degree of the attention towards the familiarity lesson of the web is lower than the moderate level. The situational target is subjected to the accessibility. In fact, there is an internal or external situation among the human beings that people try to reach to it possibly. The whole targets are the external stimulants that provoke the humanistic motivations towards the target finalizing the activities specifically. In other words, the target is considered as a method for shifting any recent situations. The ultimate phase is subjected to hierarchy continuous activities potentially [10]. Due to the mentioned definitions, one of the main fundamental issues of the target is subjected to the activity element or a struggle getting conducted towards people's activity requiring enough recognition purposefully. The obtained results of the study showed that the measured mean of the arrangement and ability of supplementing the targets is lower than the assumed mean. In other words, in terms of the students' viewpoints (teachers) the degree of the arrangement and ability of supplementing the targets of the lesson familiarity with the web is lower than the moderate level. The targets are the statements that give about the situations, behaviors and indices or criteria for making the educational lessons or units cohesive together including the behaviors that they can be found in many classes. The educational targets should be objective and imaginable possibly. These targets are not abstractive and for the reason, they cannot be supplemented in this regard. The lesson planners should at least choose targets being supplemented in the field of the next targets. But, this approach in planning has not been considered in the familiarity lesson of the web and the degree of the arrangement between the targets and ability of supplementation is very low. The obtained results of the study showed that the degree of the attention towards the knowledge level and understanding the lesson familiarity of the web is higher than the moderate level. And the degree of the attention towards the application filed in lesson planning of the web is established in moderate level. The degree of attention towards the analysis level of the familiarity with the web lesson is lower than the moderate level. The degree of attention towards the combination level of the lesson familiarity with the web is established in moderate level. The degree of attention towards the judgment level in the familiarity lesson with the web is in moderate level. Since the familiarity of the web lesson is one of the most skillful lessons, it is expected that the highest degree of the attention to the cognitive issue is subjected to the application level. But the results of the present study showed that the degree of attention to the knowledge level is established in high and very high levels but attention to the application, combination and judgment levels is established in moderate level and the degree of attention to the analysis level is in low level. In general, the degree of attention to the targets elements and consideration of the basics regarding to the lesson familiarity of the web is established in very low and low level. This result is coincident with the results of Hussienikhah [7], Salimi [9], Seif Naraghi, Yazdani, Ghaffari but it is not coincident with the results of Adibnia [5] study. What are the problems of the lesson plan context regarding to the familiarity with the web lesson among Tabriz high school students of the five districts? The obtained results of the study showed that in terms of the students' viewpoints the degree of attention to new issues is established in moderate level in the context of the familiarity lesson. The information explosion of the present era has caused the context to lose its reliability rapidly. The concepts, basics and the whole recoveries should be taken up accurately in terms of the science; then, they should be arranged regarding to its context. Presumably it can be stated that there have been carried out many various changes regarding to the lesson familiarity of the web. Any little neglect could also make a deep gap between the experts and students of the related filed or lesson. Therefore, attention to the context reliability

cannot lead to its importance but the students' viewpoints showed that the degree of attention to the new issues is established in very low and low level regarding to the same lesson. The obtained results of the study showed that in terms of the students' viewpoints the degree of the context suitability of the same lesson is established in moderate level along with the talent and ability of the students. In the lesson plan literature, this criterion is called the learning ability. The main aim of the criteria is that students should be taught all about the context [11]. The concept of learning ability has been pointed to three main notes as following:

- a- Context should be suitable with the growth of the students' wisdom
- b- Context should be suitable with the former experiences of the students
- c- Context should be suitable with the ability of the whole students person to person

But the results of the study showed that the degree of considering these notes in the familiarity lesson of the web is established in very low and low level. The obtained results of the study showed that according to the students' viewpoints the degree of considering the vertical relationship into the lesson context of the familiarity with web is established in moderate level and the same happens for the horizontal relationship in this regard. And the horizontal relationship of the context is subjected to the establishment of the relationship between the educational materials of different lessons. The necessary presentation of a cohesive and arranged context is subjected to both types of horizontal and vertical relationships along with enough attention potentially. The consideration of the related process can lead to the learning affairs deeply and regularly. In general, the degree of attention to the context element regarding to the related lesson is established in very low and low levels. This result is coincident with the results of Husseinikhah [7], Salimi [9], Seif Naraghi, Yazdani, Shekari and Ghaffari but it is not coincident with the results of Adibnia (2002) study. What are the problems of the lesson plan context regarding to the familiarity with the web lesson among Tabriz high school students of the five districts? The obtained results of the study showed that in terms of the students' viewpoints the degree of attention to new issues is established in moderate level in the context of the familiarity lesson. The preparation and adjustment of the plan should be based on the timing prediction being required for the educational affairs. The degree of the students' engagement \* quality of instruction \* learning time = effective learning time. For example, if the learning time is 60 minutes, it is about 50% will be suitable time for the process of learning and 90% of the students' engagement will be also efficient and the learning effectiveness is 27 minutes for the related class:  $60 * 50\% * 90\% = 27\text{min}$  [10]. The obtained results of the study showed that in terms of the students' viewpoints (teachers) the attention to the group-work is established in moderate level of the related lesson. One of the most important reasons for applying the active approaches in teaching affair is subjected to the huge volume of the information and humanistic findings in this pavement. Today, the mankind is getting increased in the shadow of the gigantic information technology era. Along this, the teacher-based teaching approaches cannot be transferred into the whole students. Indeed, neither this kind of setting exists nor it is necessary for having the same setting [13]. According to the purpose of the familiarity lesson with the web is to make a connection with the virtual issues for having the highest relationships of the information regarding to the people of the globe, it is better for the whole students to act or achieve their class issues based on communicative webs because this can assist them to recognize their teamwork affairs going to reach to their targets in this pavement. The results of the study showed that in terms of the students' viewpoints (teachers) the utilization of the educational-assisted instruments is established in moderate level in the related lesson. Active and good teaching is required to educational instruments and facilitations supplementing the students' educational affairs along with enriching their educational experiences in this regard. The most important role of suitable educational instruments in transferring the concepts is subjected to the following idea:

This idea leads students not to rely on the abstractive concepts; it can also motive the whole students to be interested in learning affair providing the necessary foundations for the process of learning and raising the activity and transferring the knowledge and concepts [10]. In the other hand, due to the nature of the related lesson, the application of the educational instruments is felt higher than the other related lessons. While it is observed that the application of the instruments is established in moderate level according to students' viewpoints. In general, the degree of attention to the element of the educational methods, the consideration of these approaches is really established in very low and low levels. This result is coincident with the results of Husseinikhah [7], Salimi [9], Seif Naraghi, Yazdani, Shekari but it is not coincident with the results of Adibnia [5] study. What are the problems of the lesson plan context regarding to the familiarity with the web lesson among Tabriz high school students of the five districts? The obtained results of the study showed that in terms of the students' viewpoints the degree of attention to testing is established in moderate level in the context of the familiarity lesson. According to the definition of Staphil Beam and Shink Field in the book of "system-based testing", the process of testing is subjected to the process of determining, obtaining, gaining and providing the descriptive and judgment-based information regarding to the value and suitability of targets, plans, supplementation and results; this also conducts the whole decision-making and responsiveness potentially. The accessibility to the mentioned targets require designing method of accurate testing while the under-study students have stated that the determined testing methods is established in very low and low levels of testing the related lesson. In terms of students' viewpoints the attention to the preliminary, continuous and final testing is

established in moderate level in the plan of the familiarity lesson of the web. Teachers should supplement the preliminary testing for ensuring whether students have been learned the same part of the lesson or no because this process can measure the degree of students' new lesson pre-requisite affairs potentially [10]. Also the teacher representation evaluation can make them conscious of the students' educational progression assisting them to revise or amend their problems in this pavement. Finally the last phase of the testing process can specify the predetermined targets of the students conducting the future decisions regarding to the lesson plan. But due to the preliminary, continuous and final testing, this has been low paid attention according to the researchers' viewpoints in this regard. In general, the degree of attention to the testing element in lesson plan of the web familiarity is low paid attention. This result is coincident with the results of Husseinikhah [7], Salimi [9], Seif Naraghi, Yazdani, Shekari, Ghaffari but it is not coincident with the results of Adibnia [5] study.

#### *Conclusion:*

The process of the education is one of the most challenging and important issues of the humanity in all over the history because the man always tries to survive on the land controlling and directing his own community in this pavement environmentally. For the reason, it can be stated that the history of the education process is about the same history of the humanity. Since the education is considered as the traditional forms along with special context and experience, thus the lesson plan has got its historical size in the field of educational affairs. In the other hand, along with the growing knowledge of the humanity, the sensitivity of the educational affairs has been potentially increasing being more complex in this path. Also, by the beginning of the new century and the vast technological issues of the mankind in different fields and the birth of the new industrial sections, the educational systems should require to be paid attention along with responding to the whole learners' requirements roughly. This process of the 21th century has been built in another form of the educational issues. Being literate is subjected to get familiar with the information technology and communicative affairs. Hence one of the most helpful lessons assisting to the mankind is subjected to the familiarity with the web lesson. It has got some its own elements like other lessons that the target, context, teaching methods and test in is the main elements of the same lesson. The problems of these elements have been investigated among Tabriz five districts students' viewpoints and the results showed that the situation of every four element in the related lesson plan is ranging from the low to moderate level. In other words, the under-study lesson plan has got its problems and there should be carried out some necessary approaches to remove the related obstacles in this pavement.

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