

The study of creation in the lesson planning of college based on Deleuze thoughts in the process of training-learning of creation at higher education and its educational reasons from the perspective of educational sciences experts

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ABSTRACT

In the present articles the determination of creation elements adaptation in the process of training-learning of college lesson planning and suggestions in the field of development and optimization of these elements through the Deleuze thoughts have been paid attention; therefore, the main aim is to consider the relationship of creation with the philosophical process of Deleuze thoughts and new attitudes towards college lesson planning at higher education. The research method has been separately made as questioner; then the obtained findings have been compared an analysis by these two groups; the data analysis was carried out by spss 20 software. The results showed that the quality and quantity of Deleuze creation elements have been paid attention by educational professors and Phd students, but at present the related process has been limited more. Professors and Phd students are not also familiar with these elements presenting that these have been paid attention very low.

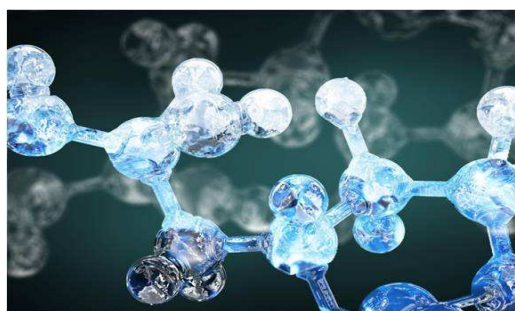
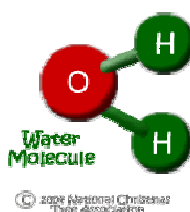
Key words: creation, bond and disassimilation, illogical separation, multiplication, mapping, Deleuze, higher education training-learning process

INTRODUCTION

At the present era the comments and approaches towards the knowledge have been changed. From the past to the present time, it has special elements which have been changed at the lesson planning from 1920-1960 attitudes towards knowledge based on disciplinary and center oriented and hierarchical have been made and it has been originated from Socrates to Opholia. In this decade the knowledge relationships were linear and hierarchical and the methods as inauguration methods. From 1970-1980s the knowledge has been shown as branch or paradime based on Thomas Cohen; in these eras the knowledge was based on various attitudes. From 1990s it has been passed paradimes and meta-paradime has been presented and they were mostly made by rhizome and the horizontal relationship was replaced for verticals [10]. In the present time the phenomena of technology and information has influenced on the different fields particularly the education. Hence without relying on the scientific achievements, no any navigation can be determined for the educational system [7]. Higher education as the most important process of formal education and continuous learning had huge responsibilities to provide. The learning needs and aptitudes as well as the development of human communities from 8-9th century; generally, one of the reasons can be subjected to its attraction in the field of developments, innovation and learning based on social requirements so that according to the statistics the number of students has been continued from 51000000 in 1981 to 82000000 ones in 1985 [4]. The development of organizations in society has its own results such as various tasks and responsibilities; for the reason the higher education also has its own purposes. The main purpose of the universities is to nurture human forces, publishing science, making aptitudes and innovation. How a society is being low progressive, people expectations would be high from the colleges because in these countries other agents cannot make the same tasks. The main reasons of universities weakness has been evaluated in many writings in the third world countries; most of

these countries have been modeled traditional colleges structurally; many university development planning have been imitated from developing countries [11]; based on this, the supplementation of purposes plays a key role at higher education based on the interior, processes and exterior higher education system. The lesson planning's are the most important elements of higher education to determine the quality and quantity purposes at higher education; hence, these are the most challenging topics of the human knowledge [10]. The higher education system has been passed evolutionary path which these purposes are kind of response to the setting; This organization was early focused on the educational and teaching activities for long times and after the first scientific revolution in the end of the 19th century the second foundation of higher education the research-based scientific foundation was added to the organization and the second scientific revolution was also established at the end of technological century [1]. Higher education has been faced with different challenges and it must be changed due to its role in the country. The forms of higher education are that different needs, abilities should be evolved in lesson planning process. Shariatmadari says a student is the person who learns this knowledge and a teacher transmits them as well (200). Lesson planning process representing the fact that the college programs are still achieving in a classical way instead of nurturing and filling the memory; the crowded classes, writing an article system, evaluation and testing based on learners activity and relying on examinations and taking score 10 are evolved in college system unfortunately [12]. In this process a teacher pay attention to any task-based process. In the process of dissimulation memorizing is mostly emphasized [6]. In contrast, the Deleuze post-structuralism style in relation to creation can establish a new space in lesson planning and new horizons for learning-teaching process at higher education. One of the most essential challenges is that the whole struggles achieved by thinkers have been originated from post-structuralism affiliated by Deleuze theory in opposed to hierarchical lesson-planning and the new Deleuze style is being achieved by traditional educational methods [2]. The Deleuze creation method is based on representing and tree structure thinking at higher education.

Yazdanjou (2002), Marshal (1997), Deleuze and Guttari (1997), Semetsky (2005, 2007) emphasis on the disassimilation, difference, majority, illogical separation, mapping and immigrationism in lesson planning process. In this process, giving data is not considered and a teacher cannot evolve in the whole knowledge process. The multiple connections, being stable, cooperation and interaction, sounds, tasks, flexibility and other experienced realities have been paid attention in this regard [8].



Since a suitable surrounding is an element of the whole teaching-learning processes, the determination is another essential factor to increase people's motivation reducing their stress as a catalyst in educational system. Deleuze new theory is a kind of objection against the linear educational methods being achieved by lesson planning's. Today, the importance of Deleuze theory is more importantly felt in the field of teaching-learning process. First, applying Deleuze theory can be felt differently at college atmosphere; second teaching-learning process can get rid of any tackles in its path opening a new horizon of lesson-planning at higher education systems; third the concepts of majority, difference, dynamics, tendency and interiority which Deleuze can be applied at higher education system. Therefore, the approach should be represented at higher educational lesson planning and made a pattern based on the same place to get out any obstacles and restrictions. Hence, new philosophical approaches are valuable for teachers and professors to get familiar with determining their philosophical attitudes. In fact the approach helps teachers and professors to assess their policies and programs at educational systems [5] .

MATERIALS AND METHODS

The study is an applied type study with background method because the research purpose is to pay attention of notes and important factors being effective at the recognition of creation based on rhizome elements; the approach leads a researcher to evaluate deeply the process of teaching-learning process [11]. Therefore, first the data was about to be gathered and then the respondents attitudes were being evaluated in the field of teaching-learning process based on rhizomes; then the rhizome-based pattern is given efficiently.

Sample, volume and sampling method:

In order to determine the sample volume in the study, Cochran formula in two forms of active community (professors community) and passive community volume (teachers) were applied to measure the number of the nominees in the sample. The categorization sampling method was used in this regard; the scientific board of education psychology of national university was 39 subjects at 2011-2012. In the next step, PhD students were participated at the educational philosophy (first, second to thesis defend time). Finally, 155 questions of students and 105 ones of professors were collected.

Data collection method:

In the present studies, authentic questionnaires were constructed for studying the ability and skills of learners at elementary educational B.A field; the related questionnaire was included 69 options; the first question of the research: the teaching-learning process for the element of bond and rhizome dissimulation.

The second question: the same issue for the element of multiplication rhizome and the third question: teaching-learning process coincidences with illogical separation; the fourth question: the process for mapping and reversed-role; the fifth question: giving lesson-planning theories based on rhizome elements; the sixth question: suggestive model using Likert scale measurement. After that teaching methods were recommended in relation to teaching-learning recovery process.

Data analysis method:

A single t-test is used to evaluate the related data.

RESULTS

Table 1. The result of t-test

Group	T	Df	Mean difference	Sig
Professors	4.644	8	0.96667	.002
Students	18.647	27	1.20357	.0001

According to the above mentioned data in professors group, significant level 0.002 lower than 0.05 with 95% confident level was obtained which professors believe that the asked materials are coincident together towards teaching-learning process; also, in students group significant level 0.0001 lower than 0.05 with 95% confident level which they believe that the asked options are coincident with bond and dissimulation rhizome elements.

The comparison of professor's group and student group:

In order to compare, an independent t-test was used.

Table 2. The result of independent t-test for the comparison of professors and students

T	Df	Mean difference	Sig
1.461	35	.23690	.153

According to the table significant level 0.153 higher than 0.05 represented no any significant differences between professors and students.

Table 3. The result of independent t-test for the comparison of professors and students

Group	T	Df	Mean difference	Sig
Professors	5.893	8	.83333	0.0001
Students	20.149	27	1.29643	0.0001

According to the above mentioned data with 0.009 sig level higher than 0.05 with 95% confident level between professors and students.

Table 4. The results of single t-test

T	Df	Mean difference	Sig
2.768	35	.49643	0.009

According to the data sig level 0.002 lower than 0.05 with 95% confident level professors believe that the asked options are coincident with multiplication rhizome elements. Also, in student group with 0.0001 sig level lower than 0.05 with 95% confident level students believe that the asked options the creative teaching-learning process is coincident with Deleuze multiple element.

Table 5. The result of independent t-test for the comparison of professors with students group

Group	T	Df	Mean difference	Sig
Professors	5.893	8	0.83333	0.0001
Students	20.149	27	1.29643	0.0001

According to the data with sig level 0.002 lower than 0.05 with 95% confident level significant difference was found between professors and students group.

Table 6. The result of single t-test

T	Df	Mean difference	Sig
3.345	35	0.46310	0.002

According to the data in professors group with sig level 0.002, 0.126 higher than 0.05 which professors do not believe that the asked option are coincident with mapping and inversed-mapping of Deleuze method. Also in student group with 0.0001 lower than 0.05 with 95% confident level students believe that the asked options are coincident with together mapping and inversed mapping, too.

Table 7. The result of independent t-test for the comparison of professors with students group

Group	T	Df	Mean difference	Sig
Professors	1.708	8	0.45556	0.126
Students	5.824	27	0.66786	0.0001

According to the data with 0.404 sig level higher than 0.05, no any significant differences found in professors and students group.

Table 8. The result of single t-test

	Groups	T	Df	Mean differences	Sig
Field of offering models	professors	4.904	8	0.85185	0.001
	Students	12.248	8	11.13095	0.0001
Steps of executive guidelines	professors	3.103	8	0.63333	0.015
	Students	20.263	8	1.32500	0.0001

According to the above-mentioned table in professors group with 0.001 sig level lower than 0.05 with 95% confident level the professors believe that the asked options are coincident with the Deleuze approach in the questionnaire. Also in students group with 0.0001 sig level lower than 0.05 with 95% confident level, the students believe that the asked options are coincident with Deleuze creation approach at higher education system.

Table 9. The result of independent t-test for the comparison of professors and students group

	T	Df	Mean difference	Sig
Field of offering models	1.468	35	0.27910	0.151
Steps of executive guidelines	3.227	9.696	0.69167	0.009

According to the above-mentioned data with 0.151 sig level lower than 0.05 no significant differences found in field of given models. According to the table with 0.009 sig level lower than 0.05 with 95% confident level, there is a significant difference between the group of students and teachers.

DISCUSSION AND CONCLUSION

Now it is better have a full-detailed discussion in the field of the study; it can be stated that the research results indicate that the whole higher educational approaches should be considered in this field as well; training is the most

complex process at the field of teaching and higher education. In addition, it should not be forgotten due to its complexity [7]. Applying professional teachers are the most effective factor in relation to the higher education and education quality and other factors such as giving lectures by teachers [9]. As mentioned in the article, various factors have been influenced in the field of educational quality system such as teaching methods; therefore, the recognition and evaluation of Deleuze approach make enough opportunity for scientific board members to get through new attitudes towards the lesson planning process. In the classes any attention to the omitted sounds should be substituted by linear reasons and how-to-learn must be replaced for the content. The Deleuze method based on the rejection seeking method and tree structure thinking method and picturesque is subjected to the same thinking and emphasis on the rejection of hierarchical and bipolar space and higher education system as well as horizon-based approach. The lesson planning is subjected to molecular movement and horizon connection and applying its own reasons particularly in higher education and its supplementation are efficiently emphasized importantly. In his view, lesson planning based on tree structure with rhizome based lesson planning seem that Deleuze is mostly going to point to hierarchical method [10].

In contrast, Deleuze states the tree structure and then criticizes it; he describes the attention to the sound of students as teaching method; in this method, professors are not just transformers the sounds but also they try to help the orientation based activity as well; the lesson planning in the molecular pattern is originated from the experiences and daily life realities and these do not have any establishment without and cooperation of nobles and prodigies [6]. The new pattern of this philosopher rejects any other powerful resources and students are being confronted in various challenges of teaching methods. Therefore, this new pattern can be a great path of college educational system at class atmospheres; hence, considering student circumstances, environmental situations, professor-student relations and teaching method are better references for the college scientific board members. In this study four elements of mapping, mapping orientation, illogical separation, multiplication and dissimulation were selected and the question was that what is the teaching-learning process based on creation at Deleuze method? And how these skills can make interaction together to reach to a new approach in this regard? In continue, how are these relations with rhizome approach established? Then the elements of creation based on Deleuze approach should be well-suited between students and teachers; in the field of educational philosophy, the lesson planning should cause PhD students to get into the search- seeking process to extract the same element in this regard; the present study showed that both professors and students state that the related elements in the field of rhizome is vital for higher education fields; both groups must get familiar with the elements to open their own space to make their own maneuvers trying to prevent any failures in this regards; therefore, for making this kind of atmosphere it is necessary to consider the whole cultural and creation affairs; of course attention to the sound is another essential factor in this case. It is stated that the whole professors should patiently and artistically treat their students and let them talk about their ideas. The main aim of the method is to connect or make interaction between students and professors as well; of course the feeling of respect to others become activated; the creation of democratic atmosphere is leading to the growth of the horizon-based setting and it make priority on differences and any dissimulation; the whole student differences should be observed similarly and positive; the purpose of the pattern is to pay attention towards the personal differences and the professor must consider others cultural culprits as well; that is, any minorities should be taken as opportunity for the students.

Content: In lesson content attention towards culture with emphasis on the lesson planning and multi-cultural affairs, language and symbolism have been considered as well; 1- symbols are considered for teaching concepts; the symbols are not tools for the transmit ion of the contents pointing to those objects which are beyond the hidden and empty issues. The clear moon stands of the dark face. Each symbol has its own object evolved into the same one; learning is passing through the symbols easily; in the concept of recognition, the symbols point to unfamiliar things. 2- in lesson content only the symbols should be considered but also negotiation should even be paid attention as a language; the language is merely considered as the collection of words in relation to another word meaning and these combinations can lead to the construction of a language. Another language is not only transferring data or connective tool; this word relationship representing the creation which is called the utterance of creation. This model is the pre-designed lesson content based on sender-receiver messages which rejected by the same function and the lesson content represent college coordination relationship as well; the process of learning is a kind of confrontation with various humanistic relations along with respect, intimacy, tenderness and love towards students. The learning process is achieved along with happiness and loving each other because it is a kind of social nature having too many connective elements. Learning with enough feeling brings particular privacy; scar, stress destroys learning; the emotions and other motivating feeling are the brain main activities considered; these excitement feelings are being affected by experience and the process of learning comes from the same experience.

Teaching method:

The folding and dramatization teaching methods are considered; these are suitable methods which never accept the linear relations and they get beyond the creation methods being grew due to the book contents; the teaching methods

are mostly based on co structuralism style; in folding method originated from Neo-barook architecture, the horizon-based and equality-based affairs are mainly felt in this regards; it is just like the rhizome plant being grew like tree and the dramatization method is a connective analysis method of lesson contents making a new relation, too.

When the dramatization takes place: 1- the lesson becomes easy, 2- replaced traditional methods, 3- carried out with simple language and finally, it gets opposed lecture-based and listening-based issues.

Time: the time is being calculated timely and abruptly in this pattern.

Student's categorization: the categorization does not have meaning merely; and the process among professor and students is being fulfilled by equally such as molecular relations. The molecule in the chemistry is called for the minute piece of a chemical material which has the same material specification. A molecule can be mono atom, and or multi-atomic being bonded with chemical bind. The molecule of a material are continues moving around being under the attraction and cohesion elements: a force where keeping molecules together; **cohesion force:** forces where pulling molecules near together. They can interact together achieving various reactions freely; when a material is as gas form, these movements are more freely than other forms; so, based on the description, it can be imagined that a molecule can be considered at the process of teaching-learning and its atoms are professors, students, teaching method and learning setting; but if some atoms get together, they will make a molecule and the collection of molecules make their own property but when it becomes near another atom, a gas form molecule appears easily: hydrogen gas. A hydrogen gas does not have an effect but it can be near another atom giving their property together; a useful gas: oxygen. If three atoms get together brings another form of gas, the gas which makes the ozone layer; therefore, binding the atoms and molecules make different materials. Deleuze pointed to the issue that the relationships between professors and students should be like the atoms moving around each other and this makes a great and powerful lesson-planning between them; Wori (2003) believes that the rhizome lesson-planning prevents molar-based forms of the learning.

Organizing the process of teaching-learning: In the organizing the process of learning, a student should be continuously changed with his or her setting trying to apply the whole struggle in the field of creation and innovative affairs. The lack of concentration is one of the most vital elements of learning cohesion emphasizing on decentralization of power and choice and generally, lesson content tends mostly to break the present structures down particularly the polar subjected to the class settings. There are some opposition related to the lesson content such as the interaction of the mind, theory and practice, public culture and noble culture and other discriminations especially taking place at the teaching-learning process. Of course, one another important interaction is related to the interaction of professor and student. In the power-based style and even in the modernism the professor and student get separated in hierarchical structure. A professor is the person who possesses to the whole experiences and student is the one who should learns this knowledge.

According to Deleuze theory, both student and professor must step into their cohesive path of teaching-learning policies like two molar systems at molecular organization. Learning setting: it should be a place where students feeling their comfortness along with full detailed democracy instead of radicalism democracy; the most tangible features of radical democracy is that there is no any connective reaction between parties and it mostly says about the hegemony and disputes; the radical democratic setting is defined in some ways: 1- it is established in negotiation background, 2- it is devoted on debates and hegemony, 3- it is emphasized on challenging debates. Therefore if this kind of setting is brought to the class atmosphere, it must be noted that the class would be changed into a challenging setting along with various ideas between students and teachers drastically. Hence the negative power of the teacher does not exist at class atmosphere; in this setting the challenges of learning is going to be thought as well; this is a place where the students should feel comfort and trying to respect each other at any time: an atmosphere full of questions, judgments, analysis, observation, reports, deductions and decisions which happened by students interacting to other students.

The happiness and positive setting among students and professors is best background for both parties to interact together preventing any social and excitement problems. This brings a kind of unity between both groups. In other hand, a common point can be seen between these bilateral parties to devote their decisions there; in this setting the fact is that these challenges cannot be ignored at all; but through negotiation any problematic issues can be solved as soon; the hypertext place, a combination of IT and ICT is a symbol of the same topic.

Testing: abrupt evaluation and quality, quantity based evaluations are suitable in this regards; the understanding with quantity-based measurement can be combined with regularity, too. A professor should evaluate his or her students function based on these quantity and quality-based affairs. Therefore, evaluation should cause to deeply attitudes of students positively to progress their motivation.

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