EXAMINATION OF THE INNER-QUALITY OF CURRICULUM BASED ON ASSESSMENT MODEL OF "AKKER"

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Abstract. The study population was consisted of all students and graduates and to determine the sample size, 100 students were selected by using Morgan table. The results were analyzed by using descriptive statistics and inferential statistical methods: one-sample t test. The results from questionnaires indicated that based on the ten Akker elements assessment model (logic and reason, purpose, content, learning activities, teaching methods, materials and resources, grouping, location, time, evaluation) respectively the highest level of utility was related to courses of (Methodology 1, statistics 1, philosophy of education, computer applications, computer applications, statistical methods 1, Statistical Methods 1 and 2, Statistical Methods 2, Statistical Methods 1, evaluation methods).

Key words: higher education, curriculum, assessment models, quality

1. Introduction

In the twenty-first century universities and higher education institutions continue to be one of the main forms of investment in human resources in different societies have a special place, and the importance. Today, along with the rapid development of education and training has become increasingly important topic of research in the field of education, the need for educational evaluation and revision of curricula is important (khandaghi et al. 2012) Educational evaluation of educational systems usually arises in relation to the quality of the assessments and that is to measure the quality of a system. But the question that arises in this context is; what is the role of assessment in improving the quality of educational systems?

The concept of improvement of the quality is improvement in various fields, including design methods and operations, reduce waste, employee satisfaction, increased profitability and consumer satisfaction, etc. (Fathi Vajargah et al. 2014). Stakeholders and decision makers in relation to everything in their community including higher education and specific inputs such as curricula should constantly examine and evaluate them, insufficient attention to the ongoing renewal of the curriculum is one of the main reasons for failure of quality; therefore, to create a platform from the stakeholders to assess and investigate the programs, and turning them into more appropriate curricula and relevant to the needs are of the major tasks that can be used to help sustain the position of universities in the world as the original base of knowledge, research and development (Burk et al. 2014). One of the most important and most basic activities in the planning cycle is finding the value of previous activities in the form of evaluation, in terms of education can also consider assessment the most basic step in conjunction with the evaluation of educational activities in order to improve the quality of education, performing educational evaluation process at different intervals, in order to measure the effectiveness and program quality is of utmost importance (Bazargan, 1997).

Curriculum evaluation process is used in judgment of decisions about appropriate curriculum (Bartlett and Burton, 2012). In this study evaluation and assessment means the steps that teachers do during the semester to assess students' ability. Some scholars believe that the target of evaluation is to recognize "results of the curriculum". According to this department of Educational Evaluation should notify the appropriate authorities of the affected curriculum. Through comparative study program or comparison of a program with other programs, it can be concluded that how is a program (Kelly, 2009). Akker while the identification of these elements raises questions to clear the status of these elements in the quality of the curriculum review process (Table 1).

Table 1: ten elements of the curriculum from the perspective of "Akker"

Directing Questions	Elements of the curriculum
Why should learners learn?	Rationale
What are learners' goals to achieve?	Goals and objectives
What do Learners learn?	Content
How do learners learn?	Learning activities
How teachers facilitate teaching and learning process?	The role of teacher
What does help learners in this process?	Materials and Resources
Who would they engage to learn?	Grouping
When and how long do they need to learn?	Time
Where do they learn?	Location
How much progress has they been made in learning?	Assessment and evaluation

Curriculums are of the main elements or sub-systems of higher education and have undeniably crucial role in achieving the goals and missions of higher education in terms of quantity and quality (Wang, 1994). A feature of the curriculum in universities and higher education institutions is that first of all judgments and decisions in relation to the existing curriculum, is to identify systematically impact of the flow of technological, economic, political, social and cultural on higher education and its elements, and be aware of the type and extent of impacts, issues, and challenges arising from them in each respective components. In the past decade, the concept of quality in higher education has been emphasized with more attention and its assessment has been proposed in the university systems (Asadpour, 2008). In other words educational evaluation in the educational system usually arises in relation to quality and in fact, the assessment is to measure the quality of a system. Many scientists such as Robertson believe that, paying too much attention to concept of qualification in education has led to a crisis called quality and educational systems should strive to improve the quality of their inputs, processes and outputs. One of the ways to improve the quality of educational is assessment. Educational and research quality are of concerns that the university always strive to achieve it. Considerable efforts has been carried out on continuous quality improvement in higher education and achieve academic goals in the last decade in many countries (Asadpour, 2008). In today's world, the necessity of quality of education and its efficiency is very important. Nowadays, continuity and dynamics commensurate with social changes in quality of education has become an important issue for organizations involved in education and curriculum specialists so that they can improve their performance and curriculum, and they should consider the quality of education in the process (New Ton, 2007).

For internal quality assessment of curriculums there are significant challenges which among them determining the elements of the curriculum as well as creating balance and cohesion among them is of the most importance. For determinations of curriculum elements different views has been offered. However, perhaps the most famous withdraw of the proposed elements of the curriculum is, Francis Klein pattern classification study of the pattern of school education (SOS) which has done in 9 elements of goals, instructional materials, content, learning activities, learning strategies, grouping, time, place and evaluation of proposed curriculum. According to the proposed model, "Akker" in terms of the elements of the curriculum is focused on 10 elements other than the element of "Rationale and reason" of curriculum, other elements are in common with Klein model (Pazargadi, 2004)

Curriculum evaluation is presented in different patterns among the models, Akker model elements are more inclusive and considered all of the factors (Cai, 2010). In this study, we investigated this model and described the elements of it. This study tries to answer this fundamental question "The inner-quality of the curriculum of Educational research field in master's degree in Islamic Azad University Branch of Rudehen by considering how ten elements of Akker are. In order to achieve the research objectives in this regard, the question is raised:

How is the internal quality of academic curriculum of educational research field of Islamic Azad University Branch of Rudehen by considering ten elements of Akker?

2. A review of the literature

Arrefi (2005) in a research titled ((Evaluation of field of Educational Sciences curriculum with educational management orientation and providing ways to improve it)) considered the current situation and optimal curriculum on this field. Results represents that the status quo of curricula in all three undergraduate, master's, and Ph.D. do not meet the conditions and the needs but the revision of the undergraduate curriculum is more demanding.

Hatami et al. (2009) in his study entitled "the study of effect of internal quality assessment of the quality of higher education from the perspective of faculty members of Shahid Beheshti University" achieved these results, internal evaluation affects all the variables also by the independent t test turned out the term of membership in the group and gender doesn't affect variables.

Klein (1990) in his research entitled "curriculum in higher education according to individual needs" with a case study has provided a model for Curriculum Development in Higher Education in certain circumstances, due to the immediate needs. In this review he has concluded that the lesson planner as researcher have to pay up and has particular skills in this domains. Also the relationship between curriculum planners and researchers in an organization and time management are requirements of a successful plan.

Andre (1998) in his research entitled "Curriculum for the year two thousand: a case study of vocational schools curriculum "Several factors such as organizational culture, values, relationships, and policies. . . Studied by using ethnographic methods and ultimately concluded that the important factors in planning are, active participation of faculty and all relevant groups, including students, managers and employers, as well as having management support and systematic approach in planning. A research by Goreck Baybars and kocakulah has been conducted (2009) entitled "The assessment of basic physics curriculum not on teachers opinions" that according to the results of this research teacher thought the activities included in the curriculum are suitable, but they cannot be applicable in a classroom setting. In addition, the findings of this study indicated that the activities were not compatible with the environment and environmental supplies, don't support activities and, when they were necessary, weren't sufficient to teach a unit or teachers doesn't share common comments on them. So the role of teachers in achieving success in the implementation of the curriculum should not be ignored. Kirkgoz (2009) in a study entitled "development challenges and maintain innovation in the curriculum in higher education in Turkey" is concluded that static and dynamic curriculum reform process can be effective if they are founded on the needs of teachers and students as well as multi-dimensional analysis of the needs of the community.

3. Objectives and Methodology

This study is a cross-sectional survey that was done in 2015. In this study a researcher- made questionnaire was used to examine the quality of the curriculum. The objectives of this study are as follows:

- investigation of the quality of logic and reason elements on curriculum of Postgraduate Course of Educational Research field Faculty of Education of Islamic Azad University of Rudehen
- investigation of the quality of goal and objective element on curriculum of Postgraduate Course of Educational Research field Faculty of Education of Islamic Azad University of Rudehen
- investigation of the quality of content element on curriculum of Postgraduate Course of Educational Research field Faculty of Education of Islamic Azad University of Rudehen
- investigation of the quality of learning activities elements on curriculum of Postgraduate Course of Educational Research field Faculty of Education of Islamic Azad University of Rudehen
- investigation of the quality of teaching methods element on curriculum of Postgraduate Course of Educational Research field Faculty of Education of Islamic Azad University of Rudehen
- investigation of the quality of material and facilities element on curriculum of Postgraduate Course of Educational Research field Faculty of Education of Islamic Azad University of Rudehen
- investigation of the quality of grouping element on curriculum of Postgraduate Course of Educational Research field Faculty of Education of Islamic Azad University of Rudehen
- investigation of the quality of location element on curriculum of Postgraduate Course of Educational Research field Faculty of Education of Islamic Azad University of Rudehen
- investigation of the quality of time element on curriculum of Postgraduate Course of Educational Research field Faculty of Education of Islamic Azad University of Rudehen
- investigation of the quality of evaluation element on curriculum of Postgraduate Course of Educational Research field Faculty of Education of Islamic Azad University of Rudehen

The questionnaire consisted of two parts of demographic characteristics and questions of the questionnaire. For measuring the validity of the content validity and reliability and the final assessment, the Cronbach's alpha was used, the using Cronbach's alpha reliability of the questionnaires was 85%. The study population consisted of all students and graduates of Islamic Azad University Branch of Rudehen that in this study to characterize the sample of 100 students was selected by using Morgan table. To analyze the data we used software SPSS, also by descriptive statistics (mean, tables and frequency) and inferential statistics (one-sample t test) of research data were analyzed.

3.1 Validity and reliability

To determine the validity, several copies of the questionnaire were put out among teachers of curriculum and based on their suggestions, it was corrected. To determine reliability, before the final run of questionnaire, "pilot implementation" of questionnaire was conducted. In the pilot implementation the questionnaire was filled out by 35 subjects. In this study, to achieve the reliability, Cronbach's alpha coefficient has been used which the Cronbach's alpha coefficient was calculated by using the software spss as 85%. Since the alpha is in the interval of (1-0) the obtained value in terms of reliability is at a high level (Moen, 1990).

4. Research Findings

Statistical methods used to analyze the information in question were developed based on the intended goals, including descriptive and inferential statistics. In descriptive statistics the frequency, percentage and density percentage were used to summarize information and the mean and standard deviation in statistics were used to summarize questionnaire data that was used to test the research questions, which was included one-sample T test, chi-square test and Friedman test.

4.1 Quality of logic and reason elements

Table 2 indicates the t test results on the Rationale element in each of the courses. As can be seen, the value of t is calculated for all courses (except the philosophy of education and educational psychology) t is larger than a critical value. Therefore the situation of logic and reason element in the curriculum of graduate studies of Educational research field (except for the two mentioned course), in the rest of the courses is higher than average (3). And we can conclude that from the perspective of graduate students of educational research of Islamic Azad University Branch of Rudehen, the quality of logic and reason element of all courses (except philosophy of education and educational psychology) has been assessed somewhat properly with respect to the ten elements of the curriculum of Akker.

Table 2: one- sample t-test to examine the internal quality of the curriculum in terms of Rationale of logic and reason

95% confidence interval for the difference		Differences between the means	The significance level	Degrees of freedom	the amount of t	Elements	Element
Upper line	Lower line						
1.2400	.8600	1.05000	.000	99	10.967	Research Methodology 1	Rationale and reason
1.0222	.6578	.84000	.000	99	9.150	Research Methodology 2	
.7314	.3686	.55000	.000	99	6.016	Statistics 1	
1.0632	.7368	.90000	.000	99	10.940	Statistics 2	
.1974	-.1974	.00210	.191	99	.023	Philosophy of Education	
.2847	-.1247	.08000	.440	99	.775	Educational Psychology	
.8250	.4950	.66000	.000	99	7.938	Evaluation methods	
.7790	.4610	.62000	.000	99	7.738	Teaching methods	
.6521	.2479	.45000	.000	99	4.417	Computer Applications	

4.2 the quality of objective element

Table 3 indicates the t-test results in the context of the target element in each of the courses. As it can be seen, the value of t calculated for all courses is greater than the critical value. The status of the target element in the curriculum of graduate studies is higher than average (3). Therefore it can be concluded that from the perspective of Education graduate students' of educational research of Islamic Azad University Branch of Rudehen, the quality of target element of all courses according to the ten elements of curriculum of Akker has been assessed somewhat appropriately.

Table 3: one sample t-tests to examine the quality of the curriculum in terms of target

95% confidence interval for the difference		Differences between the means	The significance level	Degrees of freedom	the amount of t	Elements	Element
upper line	Lower line						
.5828	.2172	.40000	.000	99	4.342	Research Methodology 1	The objective element
.4154	.0846	.25000	.003	99	3.000	Research Methodology 2	
1.0954	.7446	.92000	.000	99	10.408	Statistics 1	
1.0542	.7258	.89000	.000	99	10.755	Statistics 2	
.7163	.3037	.51000	.000	99	4.906	Philosophy of Education	
.7640	.3560	.56000	.000	99	5.447	Educational Psychology	
.9482	.5518	.75000	.000	99	7.509	Evaluation methods	
.9094	.5306	.72000	.000	99	7.545	Teaching methods	
.7283	.3317	.53000	.000	99	5.302	Computer Applications	

4.3 Quality of content element

Table 4 indicates t test results in the field of content element in each of the curriculum courses. As can be seen, the value of t calculated for all courses is greater than the critical t value. Therefore the state of content element at graduate students' educational research curriculum is higher than average (3). Thus, we can conclude that from the perspective of graduate students of educational research of Islamic Azad University Branch of Rudehen, quality of element content of all courses according to the ten elements of the Akker curriculum is assessed somewhat appropriately.

Table 4: one sample t-tests to examine the quality of the curriculum in terms of content

95% confidence interval for the difference		Differences between the means	The significance level	Degrees of freedom	the amount of t	Elements	Element
upper line	Lower line						
0.9745	0.5855	0.78000	0.000	99	7.956	Research Methodology 1	Content element
0.9043	0.4957	0.70000	0.000	99	6.797	Research Methodology 2	
1.2071	0.8529	1.03000	0.000	99	11.537	Statistics 1	
1.2067	0.8733	1.04000	0.000	99	12.382	Statistics 2	
1.4270	1.0730	1.25000	0.000	99	14.015	Philosophy of Education	
1.3764	1.0036	1.19000	0.000	99	12.666	Educational	

						Psychology	
0.4546	0.0654	0.26000	0.009	99	2.651	Evaluation methods	
0.4336	0.0464	.24000	0.016	99	2.460	Teaching methods	
0.6014	0.1986	0.40000	0.000	99	3.941	Computer Applications	

4.4 Quality of learning activities Element

Table 5 indicates t test results in the context of learning activities in each of the courses. As can be seen, the value of t calculated for all courses (except evaluation methods and teaching methods) is larger than a critical t value. Therefore the status of learning activities element of across the curriculum for postgraduate educational research student's curriculum (except in two mentioned lessons) is higher than average (3). Thus, we can conclude that from the perspective of educational research of graduate students of Islamic Azad University Branch of Rudehen, quality of learning activities in all courses (except evaluation and teaching methods) with respect to the ten elements of Akker curriculum is assessed somewhat appropriate.

Table 5 one-sample t-tests to examine the inner-quality of the curriculum in terms of learning activities

95% confidence interval for the difference		Differences between the means	The significance level	Degrees of freedom	the amount of t	Element	Element
upper line	Lower line						
0.9970	0.6430	0.82000	0.000	99	9.193	Research Methodology 1	Learning activities element
0.9806	0.6194	0.80000	0.000	99	8.790	Research Methodology 2	
1.1111	0.7689	0.94000	0.000	99	10.899	Statistics 1	
1.1420	0.8180	0.98000	0.000	99	12.006	Statistics 2	
1.2094	0.8506	1.03000	0.000	99	11.393	Philosophy of Education	
1.1379	0.7621	.95000	0.000	99	10.034	Educational Psychology	
0.3389	-0.1189	.11000	0.343	99	0.953	Evaluation methods	
0.3103	-0.1503	0.08000	0.492	99	0.689	Teaching methods	
1.4270	1.0730	1.25000	0.000	99	14.015	Computer Applications	

4.5 Quality of teaching methods element

Table 6 indicates t test results in the field of teaching methods element in each of the courses. As it can be seen, the value of t calculated for all courses (except evaluation methods) is larger than a critical t value. Therefore the state of element of teaching methods in educational research graduate students is (except for the above mentioned course) higher than average (3). Thus, we can conclude that from the perspective of graduate students of educational research Branch of Islamic Azad University of Rudehen, Faculty of Education, quality of teaching methods element in courses (except evaluation methods) with respect to the ten elements of Akker curriculum is assessed somewhat appropriately.

Table 6 one-sample t-tests to examine the inner-quality of the curriculum in terms of teaching methods

95% confidence interval for the difference		Differences between the means	The significance level	Degrees of freedom	the amount of t	Elements	Element
upper line	Lower line						
0.6626	0.2174	0.44000	0.000	99	3.921	Research Methodology 1	Teaching methods
0.6064	0.1736	0.39000	0.001	99	3.575	Research Methodology 2	
1.1127	0.7273	0.92000	0.000	99	9.474	Statistics 1	
1.1015	0.7185	0.91000	0.000	99	9.430	Statistics 2	
0.9125	0.5475	0.73000	0.000	99	7.939	Philosophy of Education	
0.8098	0.4502	0.63000	0.000	99	6.952	Educational Psychology	
0.3496	-0.1096	0.12000	0.302	99	1.037	Evaluation methods	
0.3475	-0.1275	0.11000	0.360	99	0.919	Teaching methods	
1.1521	0.7479	0.95000	0.000	99	9.325	Computer Applications	

4.6 Quality of material and resources element

Table 7 indicates t test results on material and resources element in each of the courses. As it can be seen, the value of t calculated for all courses is greater than the critical t value. Therefore the status of materials and resources element in courses of graduate students of educational research is above the average (3). Thus, we can conclude that from the perspective of graduate students of educational research Branch of Islamic Azad University of Rodehen, Faculty of Education, quality of materials and resources elements according to ten elements of Akker curriculum is assessed somewhat appropriately.

Table 7: one sample t-tests to examine the inner-quality of the curriculum in terms of materials and resources

95% confidence interval for the difference		Differences between the means	The significance level	Degrees of freedom	the amount of t	Elements	Element
upper line	Lower line						
1.0201	0.6799	0.85000	0.000	99	9.916	Research Methodology 1	Materials and resources
1.0017	0.6583	0.83000	0.000	99	9.593	Research Methodology 2	
1.1892	0.8508	1.02000	0.000	99	11.964	Statistics 1	
1.1379	0.8021	0.97000	0.000	99	11.461	Statistics 2	
0.9230	0.5370	0.73000	0.000	99	7.503	Philosophy of Education	
0.8956	0.5244	0.71000	0.000	99	7.592	Educational Psychology	
0.7777	0.3623	0.57000	0.000	99	5.444	Evaluation methods	

0.7659	0.3541	0.56000	0.000	99	5.396	Teaching methods	
1.1910	0.7690	0.98000	0.000	99	9.215	Computer Applications	

4.7 Quality of grouping element

Table 8 indicates t test results in the context of grouping element in each of the courses. As it can be seen, the value of t calculated for all courses is greater than the critical t value. Therefore the status of the grouping element in the curriculum of educational research graduate students is higher than average (3). Thus, we can conclude that from the perspective of graduate students of educational research Branch of Islamic Azad University of Rudehen, Faculty of Education, quality of grouping elements in all courses according to the ten elements of Akker curriculum is assessed somewhat appropriately.

Table 8: one-sample t-tests to examine the inner-quality of the curriculum in terms of grouping

95% confidence interval for the difference		Differences between the means	The significance level	Degrees of freedom	the amount of t	Elements	Element
upper line	Lower line						
0.7320	0.3080	0.52000	0.000	99	4.868	Research Methodology 1	grouping
0.7020	0.2780	0.49000	0.000	99	4.587	Research Methodology 2	
0.9284	0.5516	0.74000	0.000	99	7.794	Statistics 1	
0.9367	0.5433	0.74000	0.000	99	7.467	Statistics 2	
0.6507	0.2093	0.43000	0.000	99	3.865	Philosophy of Education	
0.7139	0.2861	0.50000	0.000	99	4.639	Educational Psychology	
0.7204	0.3196	0.52000	0.000	99	5.149	Evaluation methods	
0.7204	0.3196	0.52000	0.000	99	5.149	Teaching methods	
0.6498	0.2302	.44000	0.000	99	4.162	Computer Applications	

4.8 Quality of location element

Table 9 indicates t test results in each of the courses in the location element. As it can be seen, the value of t calculated for all courses (except evaluation and teaching methods) is larger than a critical t value. Therefore the Location element in the curriculum of the graduate students of educational research (except for the two mentioned courses) is higher than average (3). Thus, we can conclude that from the perspective of graduate students of educational research Branch of Islamic Azad University of Rudehen, Faculty of Education, quality of location element in all courses (except evaluation and teaching methods) with respect to the ten elements of Akker curriculum is assessed somewhat appropriately.

Table 9: one-sample t-tests to examine the inner-quality of the curriculum in terms of location

95% confidence interval for the difference		Differences between the means	The significance level	Degrees of freedom	the amount of t	Elements	Element
upper line	Lower line						
0.5024	0.0976	0.30000	0.004	99	2.941	Research Methodology 1	location
0.5212	0.1188	0.32000	0.002	99	3.156	Research Methodology 2	
0.7879	0.3321	0.56000	0.000	99	4.875	Statistics 1	
0.8238	0.3762	0.60000	0.000	99	5.318	Statistics 2	
0.7996	0.3404	0.57000	0.000	99	4.927	Philosophy of Education	
0.7798	0.3202	0.55000	0.000	99	4.750	Educational Psychology	
0.3212	-0.1212	0.10000	0.372	99	0.897	Evaluation methods	
0.3461	-0.1061	0.12000	0.295	99	1.053	Teaching methods	
0.6718	0.2482	0.46000	0.000	99	4.309	Computer Applications	

4.9 Quality of time element

Table 10 indicates t test results in the context of the time element in each of the courses. As it can be seen, the value of t calculated for all courses (except for Research Methods 1 and 2) is larger than the critical t value. The time element status in the curriculum for postgraduate educational research students (except in two mentioned lessons) is higher than average (3). Thus, we can conclude that from the perspective of graduate students of educational research Branch of Islamic Azad University of Rudehen, Faculty of Education, Quality of time element for all courses (except for Research Methods 1 and 2) with respect to the ten elements of Akker curriculum is assessed somewhat appropriately.

Table 10: one-sample t test to examine the inner-quality of the curriculum in terms of time

95% confidence interval for the difference		Differences between the means	The significance level	Degrees of freedom	the amount of t	Elements	Element
upper line	Lower line						
0.1823	-0.3023	-0.6000	0.624	99	-0.491	Research Methodology 1	time
0.2734	-0.2134	0.03000	0.807	99	0.245	Research Methodology 2	
1.2668	0.9532	1.11000	0.000	99	14.050	Statistics 1	
1.2608	0.9392	1.10000	0.000	99	13.575	Statistics 2	
1.1519	0.8481	1.00000	0.000	99	13.065	Philosophy of Education	
1.0312	0.7088	0.87000	0.000	99	10.711	Educational Psychology	
0.8795	0.5205	0.70000	0.000	99	7.739	Evaluation methods	
0.8625	0.4975	0.68000	0.000	99	7.393	Teaching methods	
0.5560	0.1440	0.35000	0.001	99	3.371	Computer Applications	

4.10 Quality of evaluation element

Table 11 indicates t-test results of the evaluation element in each of the courses. As it can be seen, the value of t calculated for all courses is greater than the critical t value. Thus the evaluation element in the curriculum of the graduate students of educational research is higher than average (3). Therefore, we can conclude that from the perspective of graduate students of educational research Branch of Islamic Azad University of Rudehen, Faculty of Education, quality of evaluation element of courses according to all ten elements of Akker curriculum is assessed somewhat appropriately.

Table 11: one-sample t-test to examine the inner- quality of the curriculum in terms of evaluation.

95% confidence interval for the difference		Differences between the means	The significance level	Degrees of freedom	the amount of t	Elements	Element
upper line	Lower line						
0.4673	0.0327	0.25000	0.025	99	2.283	Research Methodology 1	evaluation
0.4550	0.0250	0.24000	0.029	99	2.215	Research Methodology 2	
0.9745	0.5855	0.78000	0.000	99	7.956	Statistics 1	
0.9043	0.4957	0.70000	0.000	99	6.797	Statistics 2	
0.6738	0.3062	0.49000	0.000	99	5.288	Philosophy of Education	
0.6035	0.2165	0.41000	0.000	99	4.203	Educational Psychology	
1.4002	1.0998	1.25000	0.000	99	16.510	Evaluation methods	
1.3488	1.0312	1.19000	0.000	99	14.871	Teaching methods	
1.3551	0.9849	1.17000	.000	99	12.545	Computer Applications	

5. Discussion and Conclusion

Evaluation is a Systematic activity in which the criteria is determined for the valuation, to provide information about the status of the subject or phenomenon and by comparing these two (the status quo with pre-designed criteria), is obtained information from the value and usefulness of the subject or phenomenon. In order to find the reason and necessity of evaluation in Higher Education it is said that it causes faculty and students within each institution / program and outside the scientific community be aware of the quality of scientific and educational activities and academic norms and friends of the institution / program with self-evaluation and external evaluation by volunteering with scientific and technical peers, enhance their constantly improvement chances and make more rational use of the feedback on improving their assessment and planning for future actions and to provide a competitive situation out of existing resources. This section includes a summary of research, discussion and conclusions based on statistical analysis of data of research. The present study evaluated the quality of the curriculum of graduate studies at the Faculty of Educational Sciences, Islamic Azad University Branch of Rudehen that in this study, ten questions has been proposed about the evaluation of inner-quality of the curriculum of graduate courses of educational research field.

Research results indicate that students who graduate from the perspective of Educational Research Branch of Islamic Azad University of Rudehen, Faculty of Education, the quality of logic and reason elements of all courses (except philosophy of education and educational psychology) according to the ten elements of Akker curriculum is assessed somehow appropriately. Also from the perspective of the students, the quality of the target element, the element of evaluation, content element and material element, Element of grouping and resources of all courses according to the ten elements of Akker curriculum is assessed somewhat appropriately.

Moreover, the results represented that the quality of learning activities element in all courses (except evaluation and teaching methods), the quality of teaching methods elements of all courses (with the exception of the evaluation methods), quality of the location element in all courses (except evaluation and teaching methods), quality of the time element in all courses (except for Research Methods 1 and 2) with respect to the ten elements of Akker curriculum is assessed somehow appropriately.

The empirical data of present study is conducted on the impact of internal quality assessment scale of the students' curriculum, so if the research was performed on the faculty members, the results would be more reliable. There is no doubt that many variables impact on the quality of the curriculum of graduate courses of educational research but the difficulty in quantifying some of these variables caused in this study to examine the issue only through ten Akker elements.

According to the statistical results of the study, it is suggested that briefings about the need to change the curriculum, benefits and positive outcomes within the curriculum of colleges and universities to be held at different levels of decision-making. It is also recommended that to give more emphasis on group working in the classroom and teaching methods, student participation, participating in the operations and training environments and practical lessons according to the needs of the organization and the community.

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