

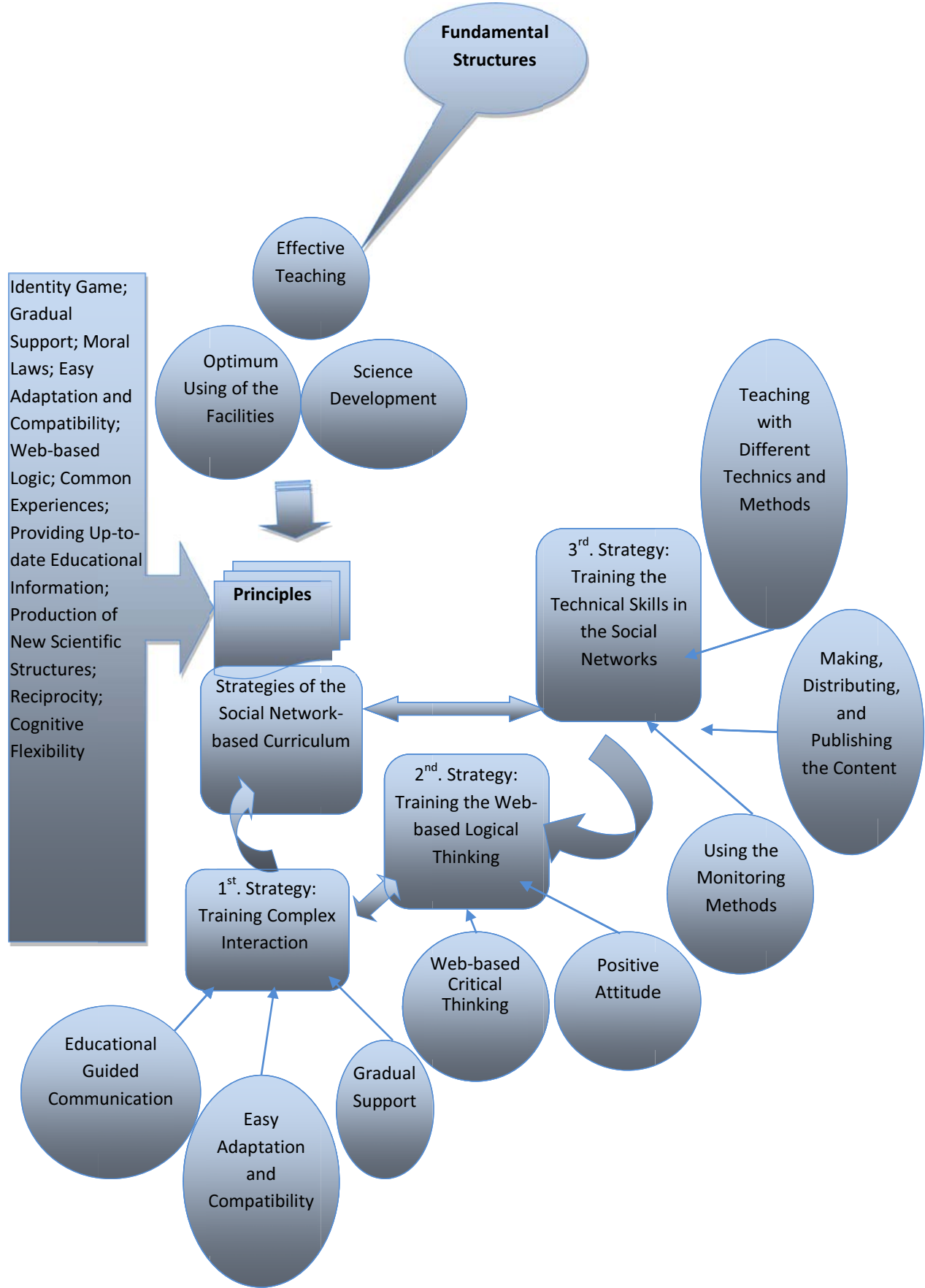


جدول (۱) مقولات اصلی حاصل براساس کدبندی اولیه و متمرکز

Consequence	Cause	Occurrence Conditions	Sub-categories
<b>Identity Game</b>			
Optimal Use of Information	Easy Updating of Information	Easy Content Production	Teachers' Co-working in the Transmission of Information; Link of Synchronous Transfer of the Information; Hyper-textual Monitoring and Control
<b>Gradual Support</b>			
Improving the Quality of Learning	Possibility of Broad Participation	Possibility of Focused Link on Learning	Formative Assessment; Self-assessment; Continuity of Learning
<b>Moral Laws</b>			
Possible Abuse	Legal Validity of Cyberspaces	Possibility of Virtual Broad Link	Creating New Identity; Entertainment; Advertising Different Values
<b>Easy Adaptation and Compatibility</b>			
Increasing the Interpersonal Interactions	Seeing All	Variety of Cultural and Linguistic Characteristics	Presence of Peoples' Variety in Educational Environment; Variety of Meanings and Ideas; Cultural and Environmental Differences
<b>Web-based Logic</b>			
Strengthening the Analysis Power and the Critical Attitude	Common Wisdom	Encouraging Participation in Discussion	Axial Learning; Publishing of False Information; Possibility of Dialogue and Debate
<b>Common Experiences</b>			
Facilitation of Education	Interactive Tools	Synchronous Communication	Possibility of More Communication with the Students; Synchronous Links between the Teachers and the Students; Possibility of Timely Feedback; Synchronous Dialogue
<b>Providing Up-to-date Educational Information</b>			
Using Optimal Information	Easy Updating of Information	Easy Content Production	Hyper-textual Monitoring and Control; Link of Synchronous Transfer of the Information; Teachers' Co-working in the Transmission of Information
<b>Production of New Scientific Structures</b>			
Forming Precise Scientific Warnings for the Students	Tacit Knowledge Sharing	Forming Broad Opportunities for Common Viewpoints	Broad Science Transfer; Extensive Involvement in Educational Resources; Quick Thinking
<b>Reciprocity</b>			
Social Learning	Social Learning Theory	The General Principles of Social Learning	Participating in the Students' Society; Making Knowledge Out
<b>Cognitive Flexibility</b>			
Effectiveness of Teaching	Freedom of Action in the Network Space	Diversity of Technical Facilities of Web	Diversity in Compiling and Delivering the Digital Content; Possibility of Content Sharing; Lack of Clear Standards

جدول ۲) کدبندی باز محوری برای مقوله‌های سازه‌های زیرینا، اهداف، اصول و راهبردها

Sub-categories	Concepts
<b>Fundamental Structures</b>	
Logical Structures	The effectiveness of teachers' training through social network-based curriculum is necessary and possible.
Theoretical Structures	Effective teaching on teachers' training is possible thorough social networks. Teachers' curricula for effective teaching are based on the principles of social networks.
<b>Aims</b>	
Effective Teaching	Effective teaching depends on reciprocity, interaction, and correct exchange of up-to-date information, which are facilitated through networks.
Optimal Use of Resources	The supporting technologies for social networks have developed the educational facilities. The possibilities of networks can be used for more attractive education.
Development of Science and Research	Possibility of reciprocity in the networks has expanded exchange of up-to-date information. Individual science structure develops through interaction with different peoples.
<b>Principles</b>	
Communication Aspects	Using social networks in education is based on interaction. Education is a communication-dependent procedure. Education and research in social networks would be based on experience sharing with others and they require teachers and students' gradual supports.
Technological Aspects	Familiarity with the possibilities of social networks leads to optimum use of them. The quality of education is affected by familiarity with different facilities of social networks. Considering characteristics of social networks, it would be possible to use different channels in education. Effective education is formed through using different communication channels. Resource exchange requires familiarity with technical facilities of the networks. Unfamiliarity with the facilities of social networks leads to some errors in education.
Cognitive Aspects	Attitudes and ways of thinking about social networks lead to optimum use of them. Logical thinking is effective on ways of using the resources in the virtual classrooms.
<b>Strategies</b>	
Cognitive	Motivations are effective on optimum using of the social networks. There is possible abuse of the networks.
Complex Interaction	Training the required communication skills is effective on optimum using of the social networks.
Technical Skills	Teaching the technics is effective on optimum using of the social networks in education.



شکل ۱) الگوی برنامه‌ریزی درسی مبتنی بر شبکه‌های اجتماعی در آموزش و به‌سازی اساتید

