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Anthropology of Education: How is Talent Identification During Education* ?

Seyed Kasra Mirpadyab [1*], Saed Kargar Edalat Nejad[2]

1. PhD in architecture, Elite researcher of Iran University of Science and Technology, (Corresponding Author)

kasrapadyab@yahoo.com

2. Teacher, expert in the field of educational sciences of Farhangian University.

Abstract:

Education in today's world is one of the most important categories that can prepare a person to achieve his goals. Now this education can be in the form of learning from nature or in the form of an academy. But as everything has an origin, it should be noted that education for children at the primary level according to the teachings of our religion is like carving a pattern on a stone. The main question of this research is how to save time when teaching a child in a targeted way and to discover the main path hidden in his talent. Therefore, the article tries to identify the new ways of finding talent that can provide a way to achieve the student's goals. From the results of the research, it has been found that the innovative path of the first researcher in the direction of allocating power to children regarding the subject matter can be possible in identifying the child's talent, because according to the statistical population mentioned in this article, about 90% of students with Using this lesson plan, they gained the necessary points in the evaluation for the direction of their talent.

Keywords: anthropology of education, elementary education, talent search, power in education, science lesson

Introduction

In the world, the science and art of teaching and learning is called pedagogy. The Oxford Advanced Learner's Dictionary of Current English defines the word pedagogy as "the science of teaching." In education, the irreplaceable role of the issue that failures and challenges can help students to learn more is very important (Schmidt, Shumow, & Kackar-Cam, 2015). Studies show that students are very dependent on the teacher at the beginning of their learning. (Schön, 1985) As we know, the educational system of schools around the world believe that the quality of teaching is an influential and important factor (Darling-Hammond, 2000). The main and important point in the concept of education is that education can strengthen the mentality. (Dweck, 2000) (Dweck, 2008) (Dweck, 2010) (Blackwell et al., 2007) (Molden & Dweck, 2006). One of the main concerns that teachers strive for is the education of elementary

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school students, to the extent that every day they propose a new way to improve and improve the teaching method of schools, all over the world. Now, according to Plato, with all these teaching methods that are presented every day based on different tastes, which one is better? Now, among all these dispersions, until now, a method that can identify talent based on the cognitive approaches of anthropology through the recognition of subjectivity and objectivity in line with the formation of a model has not been studied at the world level. Therefore, the researcher, as an anthropologist teacher, as he had previously studied (Mirpadiyab et al., 1402), tried to find defined patterns of character creation products in students, and in the form of a questionnaire or framework. Offer to start talent search. The question of this research is based on what is the students' attitude towards talent search and how can talent search be combined with education? And how can we improve education by recognizing perceptual differences? This research has tried to use the help of anthropological sciences by collecting written information in the field of perception (Mirpadyab, 2017). And then, from an anthropological point of view, immerse yourself in the heart of the target being studied. Then, this research, with the pre-test-post-test technique, made the parameters effective on the formation of talent in accordance with the science course headings in the fourth grade of elementary school in the form of assigned codes in order to be able to identify the students' talent in order to recognize their behavioral patterns when To examine the teaching of science lessons. In order to advance the research goals, the authors created an intellectual model according to the background of the studies. Because these patterns can be placed as a foundation in the conceptual framework to help resolve conflicts and advance a logical and coherent study (Nadimi, 1996).

As the examination of the background of ethnography, ethnography or anthropology studies shows, its influence is in other sciences, one of which can be considered the anthropology of education; Therefore, Yon's study is a very rich source for understanding the history of education ethnography (Yon, 2003) compared to examining the history of this issue. He writes about the necessity of studying education from an anthropological perspective, citing George Spindler, who was held at the first educational anthropology conference in 1954. Anthropology can help shed light on human behavior in educational situations. Concepts and data from specific and relatively new areas in anthropology, such as personality and culture (psychological anthropology) and cultural dynamics (culture change and acculturation) are directly related. (Carspecken et al., 2002; G. Spindler, 1955; G. D. Spindler, 1973, 2022; G. D. Spin

dler & Spindler, 1983) Margaret Mead (1951) studied the school in American culture in which the images of the small red school as a symbol of stability, democracy and gradual change in American society with the modern urban school as lacking architectural character for the children of the poor, immigrants and explained others clearly. that these aspects of the study of the change of rural and urban cultural character that examined the contrast between tradition

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and modernity were among the dominant themes of the formation period of educational ethnography. It included critical cultural studies. Many trends have been prescribed in educational ethnography, each of which studies the perceived functions of the school. But in a study by Seeley in 1964, he argues that although school may be created by society, its purpose is not to represent society as it is, but to remind it of what it wants to be. (Eisner, 1965; Ulich, 1964) Other Jackson 1968 studies the cultures of life in classrooms and mentions the school as a microcosm of the society in which it serves. He emphasizes the importance of observation for educational researchers. In this study, he identified the gaps between theories and methods of teaching and learning. To the extent that Jackson has pointed to the multiple roles of teachers in the classroom as gatekeeper, supply sergeant, and timekeeper; It also emphasizes the value of studying dominant features in the structural exchanges of curriculum design. In the field of living in the classroom, he writes that events such as students' yawns or teachers' frowns can contain more information than meets the eye; who considers these as one of the feelings that are reflected in the description of educational research or anthropology as a whole.

about data collection processes, including the review of parents' letters, which preoccupied later ethnographers (L. M. Smith & Geoffrey, 1968). Wolcott 1973 considers the role of the anthropologist as an observer and participant in a group that emphasizes description rather than interpretation in arriving at themes. he does. The ethnographic method enables the researcher to predict, describe and interpret what is happening in a society or social group as much as one of its members. he does; Like Mead's studies on new forms of education to deal with the new forms of metropolises, which were re-conceptualized in this category of studies on the concept of culture; And anthropological studies began to pay special attention to the importance of social issues based on differences in gender, race, class, and ethnicity; And older concerns about personality and culture were overshadowed. (Ogbu, 1974, 1979; Rist) In the 1980s to 1990s, educational anthropologists pointed to feminism and gender assumptions. (Grant, Horan, & Watts-Warren, 1994; R. M. Hall & Sandler, 1982; Holland, Eisenhart, & Eisenhart, 1990) The focus of these studies was that educational ethnography should not follow class relations but rather the simultaneous reproduction of cultural identity. including racial, gender, class and mental identities. And these categories cannot be called one-dimensional, for example, class cannot be easily separated from gender and gender from race (McCarthy, 1990). As the 1990s progressed, ethnographies built around the asynchronous functions of identity categories expanded to those that combined an ethno-historical approach with a performative approach (Foley, 1991) (J. A. Gordon, 2001). All parties involved in the production shape the text. It reflects more on itself (Foster, 1995; Hicks, 1996; Levinson & Holland, 1996; Rockwell, 2000). It should be said that the anthropology of education started with the development of applied anthropology; But although these developments in the direction of ethnography distinguished the problem of anthropology of education, it clearly shows the emphasis on the

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connection with social sciences and is used as a method for studying social and cultural sciences. These different branches in anthropological studies can be called a meteoric rise, according to Spindler, which he describes in the production of educational ethnography.

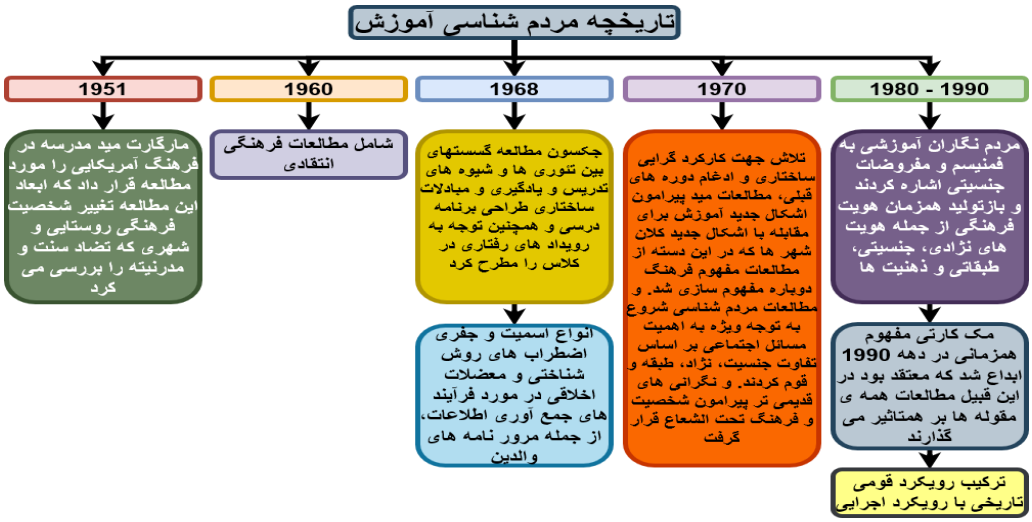

Figure 1: History of anthropology of education (source: Mirpadiyab, Etisam 1403)

Anthropology helps the writer to swim and learn in the depth of the sea of education not as a rescuer but at the same time as the student. (Mirpadiyab, Etisam, 1402) The writer needs to discover his talent not as a scholar but as an individual like all the members of the studied society. Therefore, getting involved and solving and coordinating and matching among students is one of the principles so that this study can become a solution to achieve the student's academic talent path.

talent search

Suppose a child is walking home to school for the first time. So; Information from this path enters the mind of that student for the first time. Now, if this child follows this path for several years, even if he is busy talking with his friend, he will inadvertently follow the right path; Because the human mind tends to receive information that is in the same direction as other information within itself, and to some extent prevents the entry of information that is in conflict with the previous information, which is a defensive factor against information outside the mind. Is known.

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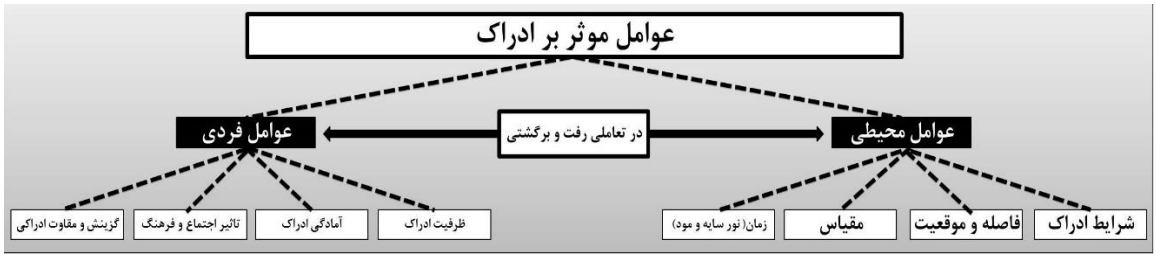

Figure 2: Factors affecting perception (source: Mirpadiyab, Etisam 1403)

In the meantime, the proposed project with the title Anthropology of Education: An Approach to Finding Talent in Elementary Education is also based on a new project and unlike projects such as personalizing education or making students interested in studying with methods Ex, with a new method to interest students and allow them to choose the format of indirect learning based on their talent and interest. So that instead of wasting time in identifying each student's learning style and using several teaching methods for different students, we use one teaching method with diverse outputs and suitable for different students in the class.

This project, the implementation of which on the children of the family was accompanied by positive and unexpected results in their learning, in the academic year of 1400-1401 in one of the elementary schools of Sheikhanbar village in Lahijan city and in the academic year of 1401-1402, in order to verify, It was tested in a primary school from another village (Gilakjan village, Rodsar city) and in the 4th grade of the right primary school in Lahijan city in the academic year 1402-1403, and the results were analyzed for both boys and girls in this school. .

similar results with the education personalization plan in considering the individual differences, interests and talents of students; But without considering different methods for each student, increasing passion for learning, cultivating students' imagination, finding talent, helping to direct talent from the world of fantasy to the world of reality, drawing students' attention to the content of education. Especially the male students (based on recorded observations) and... can be considered part of the results of this project, along with enjoying the teaching method.

By citing a simple example, we will examine this issue: Why was this plan created as one of the talent search methods? Suppose we are in a time period where rap music does not exist. Naturally, it is meaningless to want to identify people who are talented in the field of rap music with a normal talent search process in such a period; Because in the usual talent search process, we can find and cultivate talents in the field for which there is a general framework and principles, and this shows that in our talent search process, there is no vacancy. The interest

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and imagination of the gifted person and the combination of talent search and education are clearly visible.

As it was said, this plan aims to speed up the process of achieving the goals of these two processes by combining education and talent acquisition, and by increasing the interest and attracting the attention of students to the educational content by choosing the learning format by the knowledge itself. Students can show remarkable results in the field of education based on each person's talent.

The verification of this plan has also been implemented in three schools located in three different locations, which can be said to have students with completely different characteristics. So that the students of school number two were busier, more inconsistent, more independent and of course with higher IQ. It can also be said that the mentioned project creates a bridge between the child's subconscious and interest, the curriculum and his talent or choice of field, which has the ability to create a kind of educational system for talent detection in schools.

Figure 3: Students participating in the research

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A bridge to penetrate the student's subconscious and extract his interest:

It is supposed that in this way, unlike the usual talent searches, we will allow the student to be the judge of his own talent search; But at the same time, in order to be aware of the interest in each student's subconscious, we need to act indirectly, so that even the student himself does not realize that we are finding his talent. Therefore, we use attractive symbols that establish a connection between the course material and the student's academic field of interest.

So; At the beginning of this project, we ask the students to choose three supernatural powers that they can see in a movie or that they can create by their own minds based on their interest. We must pay attention to the fact that these powers are chosen by the students themselves and no coercion or imposition by other people takes place in the selection. These powers can be effective in identifying the talents of students, each of whom is a subset of a field of study in the country in question; But students don't know about the relationship between power and field of study.

Under these conditions that students indirectly find their own talent and by expressing their interest and unconsciously, they choose their own strength or learning format, we need an evaluation system specific to this model.

Characteristics of correct evaluation of the talent search path:

Today, in all countries, evaluation is implemented as a kind of standard system. For example, in Iran, one of the levels of very good, good, acceptable and the need for more effort or a score in the range of 0 to 20 can be considered as a grading system for evaluation; But in the evaluation of this lesson plan, there is no grading system and each student's grade is given according to his own talent criteria. It has been seen many times that a student believes that he is interested in a field despite his inner desire or without knowing his talent and only under the influence of external factors such as pressure from parents, society, etc. As this belief somehow creates a resistance against the inner and real talent of the student, which creates a big problem in psychology as well as talent search; However, this evaluation, which links the subject matter to the power and the power to the student's talent, can measure his ability in the chosen talent and compare him with the talent criterion related to his own chosen power. Also, due to the fact that students do not know how to relate between strengths and fields of study, it can be said that their choice originates from their interest and unconsciousness. So; We put the basis on the correctness and good selection of students and by using the aforementioned evaluation system, which will be explained how, we only remove the possibility of the effects of external factors.

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How to evaluate:

As we said, each strength chosen by the students acts as a bridge that connects with parts of the textbook and can be a subgroup of the student's field of study or talent. The important point is that these connections are specified by the designer of the educational base and only the results are informed to the students. To establish a connection between the power and the textbook content, it is enough for the designer to enter codes for the textbook content. specify In the table below, you can see a part of the coding sample of the fourth grade science book.

Table 1: Codes and address of the subject in the fourth grade science book

The address of the lesson material in the fourth grade science book	**Number of science codes**	The address of the lesson material in the fourth grade science book	**Number of science codes**
Science lesson 8 (solar year)	**26**	Science lesson 1 (bubbles)	**1**
Science lesson 8 (the moon and different shapes of the moon)	**27**	Science lesson 1 (p. 4)	**2**
Science lesson 8 (ways to study space)	**28**	Science lesson 2 (mixtures)	**3**
Science lesson 9 (cells, from pages 78 to 80)	**29**	The last section of all lessons is titled Your Contribution to Conservation, which is represented by the globe symbol.	**4**
Science lesson 9 (Digestion of food)	**30**	Science lesson 3 (kinetic energy)	**5**
Science lesson 10 (breathing, from p. 84 to collecting information p. 86)	**31**	Science lesson 3 (thermal energy)	**6**
Science lesson 10 (substance transfer in the body)	**32**	Science lesson 3 (light energy)	**7**
Science Lesson 10 (Does your heartbeat change?)	**33**	Science lesson 3 (sound energy)	**8**
Science Lesson 10 (How do the necessary substances reach the cells of the body?)	**34**	Science Lesson 4 (p. 27 to the end of the topic on batteries, p. 30)	**9**
Science lesson 10 (Blood purification)	**35**	Science lesson 4 (from the topic of lighting a lamp with a battery p. 30 to the end of the first activity p. 33)	**10**
Science lesson 11 (p. 93 until you think, p. 96)	**36**	Science lesson 4 (pages 33 and 34)	**11**
Science lesson 11 (animals that do not have vertebrae)	**37**	Science lesson 5 (p. 37 to think p. 40)	**12**
Lesson 11 Science (Worms)	**38**	Science lesson 5 (heat can be transferred to collect information p. 46)	**13**
Lesson 11 Science (insects)	**39**	Science lesson 6 (changes of rocks in the river)	**14**
Lesson 11 Science (Arachnids)	**40**	Science lesson 6 (pp. 51 to 57)	**15**
Lesson 11 science (crustaceans)	**41**	Science lesson 7 (pages 60 and 61 and the first two lines of page 62)	**16**
Lesson 11 Science (thousands)	**42**	Science lesson 7 (page 62 before how to make a magnet)	**17**
Science lesson 11 (large group of arthropods)	**43**	Science lesson 7 (how to make a magnet)	**18**
Lesson 11 Science (other invertebrates)	**44**	Science lesson 7 (what are the poles of a magnet called)	**19**

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Science lesson 12 (activity p. 105)	**45**	Science lesson 7 (Moving objects using magnets)	**20**
Lesson 12 Science (Sprinkling flowers)	**46**	Science lesson 8 (pages 68 and 69)	**21**
Science lesson 12 (Plant classification chart p. 110)	**47**	Science lesson 8 (from the galaxy to the earth)	**22**
Science lesson 13 (characteristics of living organisms, picture p. 113)	**48**	Science Lesson 8 (Solar System)	**23**
Science lesson 13 (food chain and food web)	**49**	Science lesson 8 (from the beginning of p. 72 to the end of the activity on p. 73)	**24**
Science lesson 13 (habitat, habitats are different)	**50**	Science lesson 8 (Earth, our planet)	**25**

Here, we need to examine this relationship more closely by giving an example.

As you can see in the table below, a student has chosen the three powers of speed of light, clue and object guidance. The two powers of the speed of light and the transfer of objects are under the set of mathematics and physics, and the power of clues is also a sign of the student's interest in police work. Therefore, if this student gets the standard score of his strengths in the evaluation, he can be directed to the field of mathematics and physics in Iran, which will also try his luck to participate in the police force exams. .

Table 2: Examples of codes assigned to students' strengths

Related codes	Selective power 1	Names of students
2,5,7,17,20,26,29,30,31,32,33,34,35	speed of light	Student number 1
1,2,3,8,14,27,33,45,47,48	clue	
5,11,13,17,20,32,46	Directing objects	

In short, we can say that in the first stage, we code the contents of the textbook. In the second step, we assign the corresponding codes to each of the students' chosen powers. For example, we assign the codes of the lessons that are about kinetic energy, force and other related things to the power of speed.

Then in the evaluation process, the student gets a multiplier of 10 points by answering the questions related to his power codes and +1 points by answering the other questions. Thus, at the end of the evaluation, from a similar test, a student may collect 245 points out of 310 points that were related to his strength codes; But the other student, due to receiving positive points,

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scored 95 out of 90 points related to his strength codes. Therefore, the first student did not reach the standard score of his talent, but the second student received the full score and his talent is confirmed.

It is interesting to note that if a student does not achieve the score related to his own strength in the evaluation, it can also be a sign that that student should continue his education in the practical branch related to his talent or that he should study with Change the power to repeat the process that the choice of these two items depends on his answer to the criterion questions of each code that is specified in the evaluation.

Discussion

Therefore, by designing an interface, we can create a bridge between the course material and the information available in the student's subconscious or his interest, so that the student can determine the path of his talent and also his learning format by himself, and further along the way, using the type of special evaluation, to test his path in his own indirect talent search and make sure if the child has chosen the right path of his talent or if external factors have misled him, in this case according to the information and data obtained from Evaluation, we guide him for a more accurate choice. Of course, it should be noted that according to the statistical population mentioned in this article, about 90% of the students using this lesson plan obtained the necessary points in the evaluation for the direction of their talent, and only about 10% of them (according to due to the influence of criteria such as family orientation, mental pressure, etc.) in the first stage of talent selection indirectly, they made a mistake which was identified by the evaluation system of this lesson plan and again according to the information in the unconscious mind or interest After breaking the existing resistance, they returned to their trend.

Table 3: Examining the results collected from 30 students of the fourth grade of Rati Elementary School regarding the elective powers.

Related course materials	Definition of related strengths and talents	Power name and number	Related course materials	Definition of related strengths and talents	Power name and number
Science lesson 1 (p. 4) - Science lesson 3 (light energy) - Science lesson 7 (p. 62 to before how to make a magnet) - Science lesson 10 (breathing, from p. 84 to gathering information on p. 86) - lesson 10 Science (Does your heart rate change?) - Science lesson 13 (Food chain and food web)	Sports orientation	25-Skilled shooter	Science lesson 1 (p. 4) - Science lesson 4 (p. 33 and 34) - Science lesson 5 (heat can be transferred to collect information p. 46) - Science lesson 7 (p. 62 to before how to make a magnet) - lesson 8 sciences (from the beginning of p. 72 to the end of the activity on p. 73) - lesson 10 of sciences (substance transfer in the body)	A student who is less prone to risk, wants to be aware of dangers by having a sixth sense. (Psychology and Humanities)	-1
The last part of all lessons with the title of your contribution to conservation,	These students, with two	Frequenc y=1	The last part of all lessons with the title of your contribution to conservation, which is represented by the symbol of the earth.	The student decides to defend himself and others with his strength.	Sixth sense

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which is represented by the symbol of the earth. Science (p. 51 to 57) - Science lesson 7 (p. 62 to before how to make a magnet) - Science lesson 9 (cells, from p. 78 to 80) - Science lesson 9 (digestion) - Science lesson 10 (breathing) , from page 84 to collecting information on page 86) - Science lesson 10 (substance transfer in the body) - Science lesson 10 (Does your heartbeat change?) - Science lesson 10 (How do the necessary substances reach the cells of the body? - Science lesson 10 (blood purification) - Science lesson 11 (animals that do not have bones) - Science lesson 12 (pollination of flowers) - Science lesson 13 (food chain and food web)	views of creating theoretical methods and potions of stability or focusing on the strength of their bodies, each chose one of the two trends of experimental and sports sciences.		Science (p. 51 to 57) - Science lesson 7 (p. 62 to before how to make a magnet) - Science lesson 9 (cells, from p. 78 to 80) - Science lesson 9 (digestion) - Science lesson 10 (breathing) , from page 84 to collecting information on page 86) - Science lesson 10 (substance transfer in the body) - Science lesson 10 (Does your heartbeat change?) - Science lesson 10 (How do the necessary substances reach the cells of the body? - Science lesson 10 (blood purification) - Science lesson 11 (animals that do not have bones) - Science lesson 12 (pollination of flowers) - Science lesson 13 (food chain and food web)	(Sports major and practical lessons)	
Science lesson 1 (bubbles) - the last part of all lessons with the title of your contribution to conservation, which is indicated by the symbol of the earth. - science lesson 3 (kinetic energy) - science lesson 3 (thermal energy) - science lesson 3 (Light energy) - Science lesson 5 (p. 37 to think, p. 40) - Science lesson 5 (heat can be transferred to collect information p. 46) - Science lesson 8 (Earth, our planet) - Science lesson 13 (habitat) , the habitats are different)	Students show their interest in chemistry, environment and related fields when they show interest in controlling the substance of life.	26-Namira	Science lesson 3 (kinetic energy) - Science lesson 4 (p. 33 and 34) - Science lesson 5 (Heat can be transferred to collect information p. 46) - Science lesson 7 (p. 62 before how to make a magnet) - Science lesson 7 sciences (movement of objects using magnets) - lesson 10 sciences (transfer of substances in the body) - lesson 12 sciences (scattering flowers)	Students are interested in moving objects. (Mathematical and physics coordinate vector and force)	Frequency=1
Science lesson 3 (kinetic energy)	Sports orientation	Frequency = 3	Science lesson 3 (thermal energy) - Science lesson 5 (p. 37 to think, p. 40) - Science lesson 5 (heat can be transferred to collect information, p. 46)	Turning objects into ice - the concept of energy and heat in the fields of mathematics and physics.	-2
Science lesson 1 (bubbles) - Science lesson 9 (cells, from p. 78 to 80) - Science lesson 12 (pollination of flowers)	These students are interested in modeling and being like others. (Professional technology, work and knowledge)	27-Water	The last part of all lessons with the title of your contribution to conservation, which is shown with the symbol of the earth. Science (Earth, our planet) - Science lesson 10 (breathing, from p. 84 to collecting information on p. 86) - Science lesson 12 (spraying flowers) - Science lesson 13 (habitat, habitats are different)	By showing interest in wind control, students show their interest in environment and related fields.	public shield

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This power is related to learning communication methods and transferring content to others and that the student can convince others to borrow their power.	A student can use his power once with the consent of another student.	Frequency=1	Science lesson 3 (light energy) - Science lesson 4 (p. 27 to the end of the topic on batteries, p. 30) - Science lesson 4 (from the topic of lighting a lamp with a battery, p. 30 to the end of the first activity, p. 33) - Science lesson 4 (p. 33) and 34) - Science lesson 10 (substance transfer in the body) - Science lesson 11 (other invertebrates)	Students are interested in controlling the flow of electricity. (mathematics and physics)	Frequency=1
Science lesson 1 (bubbles) - Science lesson 1 (p. 4) - Science lesson 2 (mixtures) - Science lesson 3 (sound energy) - Science lesson 6 (changes of stones in the river) - Science lesson 8 (Moon and different shapes of the moon) - science lesson 10 (does your heartbeat change?) - science lesson 12 (activity p. 105) - science lesson 12 (plant division diagram p. 110) - science lesson 13 (characteristics of living organisms, Image on page 113)	Like Sherlock Holmes, he shows his interest in detective and police.	-28	Science lesson 1 (bubbles) - Science lesson 1 (p. 4) - Science lesson 4 (from the topic of lighting a lamp with a battery, p. 30 to the end of the first activity, p. 33) - Science lesson 7 (how to make a magnet) - Lesson 7 Science (What is the name of the poles of a magnet) - Science lesson 9 (Cells, from p. 78 to 80) - Science lesson 11 (Animals that do not have vertebrae)	Students are interested in having this power to visualize a structure and create it - the field of mathematics and physics	3-Guidance of objects
Science lesson 1 (p. 4) - Science lesson 3 (light energy) - Science lesson 4 (p. 33 and 34) - Science lesson 5 (heat can be transferred to collect information p. 46) - Science lesson 9 (cells, from pp. 78 to 80)	To be able to see details even from behind a wall. (Professional technical orientation)	Abundance of Magic Lanchiko=1	Science lesson 1 (p. 4) - Science lesson 2 (mixtures) - Science lesson 3 (light energy) - Science lesson 3 (sound energy) - Science lesson 4 (p. 33 and 34) - Science lesson 5 (heat can be transferred) to collect information p. 46)	He wants to be careful in his human relations - human sciences	Frequency = 3
Science lesson 1 (p. 4) - Science lesson 3 (kinetic energy) - Science lesson 3 (light energy) - Science lesson 7 (p. 62 before how to make a magnet) - Science lesson 7 (moving an object using iron) Usury) - Science lesson 8 (Solar year) - Science lesson 9 (Cells, from p. 78 to 80) - Science lesson 9 (Digestion of food) - Science lesson 10 (Breathing, from p. 84 to p. 86 gathering information) - Science lesson 10 (Transportation of substances in the body) - Science lesson 10 (Does your heartbeat change?) - Science lesson 10 (How do the necessary substances reach the cells of the body?) - Science lesson 10 (Blood purification)	interest in speed (mathematical and physics orientation)	29-Imitation or hand of chameleon / abundance=2	Science lesson 2 (mixtures) - Science lesson 3 (sound energy) - Science lesson 4 (p. 33 and 34) - Science lesson 5 (heat can be transferred to collect information p. 46) - Science lesson 7 (p. 62 to previous) How to make a magnet) - Science lesson 7 (moving an object using a magnet) - Science lesson 8 (from the beginning of p. 72 to the end of the activity on p. 73) - Science lesson 9 (cells, from p. 78 to 80) - Science lesson 10 (substance transfer in the body) - Science lesson 12 (pollination of flowers)	They want to influence others and convince them. (Department of Humanities)	4-Ice

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Science lesson 1 (bubbles) - Science lesson 1 (p. 4) - Science lesson 3 (kinetic energy) - Science lesson 3 (thermal energy) - Science lesson 3 (light energy) - Science lesson 3 (sound energy) - Science lesson 4 Science (p. 27 to the end of the topic of batteries, p. 30) - Science lesson 9 (cells, from p. 78 to 80) - Science lesson 12 (flower pollination)	To be able to turn a device into the device of your choice. (professional technician and his skills)	30- Borrowing power	Lesson 3 of science (kinetic energy) - Lesson 9 of science (cells, from p. 78 to 80) - Lesson 9 of science (digestion of food) - Lesson 10 of science (breathing, from p. 84 to gathering information from p. 86) - Lesson 10 of science (Substance transfer in the body) - Science lesson 10 (Does your heartbeat change?) - Science lesson 10 (How do the necessary materials reach the body's cells?) - Science lesson 10 (Blood purification)	They both want their legs to have supernatural powers. (sports orientation)	Frequency = 3
Science lesson 1 (bubbles) - Science lesson 3 (light energy) - Science lesson 3 (sound energy) - Science lesson 4 (from the topic of lighting a lamp with a battery on p. 30 to the end of the first activity on p. 33) - Science lesson 4 p. 33 and 34) - Science lesson 5 (heat can be transferred to collect information p. 46) - Science lesson 7 (p. 62 before how to make a magnet) - Science lesson 7 (what are the poles of a magnet called) - Science lesson 9 (cells, from p. 78 to 80) - Science lesson 10 (substance transfer in the body) - Science lesson 11 (animals that do not have vertebrae)	The ability to repair equipment like one of the characters of the Ninja Turtles - (technical, professional and work and knowledge orientation)	Frequency=1	Science lesson 1 (p. 4) - Science lesson 3 (kinetic energy) - Science lesson 4 (p. 33 and 34) - Science lesson 5 (heat can be transferred to collect information p. 46) - Science lesson 6 (p. 51 to 57) - Lesson 9 of science (cells, from p. 78 to 80) - Lesson 9 of science (digestion of food) - Lesson 10 of science (breathing, from p. 84 to gathering information on p. 86) - Lesson 10 of science (transfer of materials in the body) - Science lesson 10 (Does your heartbeat change?) - Science lesson 10 (How do the necessary substances reach the cells of the body?) - Science lesson 10 (Blood purification) - Science lesson 11 (Animals that do not have vertebrae) - Science lesson 12 (pollination of flowers) - Science lesson 13 (food chain and food web)	He wants not to get tired. (sports orientation)	5- Wind
Science lesson 1 (bubbles) - Science lesson 3 (light energy) - Science lesson 3 (sound energy) - Science lesson 4 (p. 33 and 34) - Science lesson 5 (heat can be transferred to collect information p. 46) - Science lesson 11 (p. 93 until you think, p. 96) - Science lesson 11 (animals that do not have vertebrae) - Science lesson 11 (worms) - Science lesson 11 (insects) - Science lesson 11 (Arachnids) - Science lesson 11 (Crustaceans) - Science lesson 11 (millipedes) - Science lesson 11 (large group of arthropods) - Science lesson 11 (other invertebrates) - Science lesson 13 (habitat, habitats are different)	The student can build secret and magical buildings - (depending on the evaluation, the student tends to math and physics or technical and professional architecture)	31- Clues	Science lesson 1 (bubbles) - Science lesson 6 (p. 51 to 57) - Science lesson 11 (p. 93 until you think, p. 96) - Science lesson 11 (animals that do not have vertebrae) - Science lesson 11 (worms) - Lesson 11 Science (Insects) - Lesson 11 Science (Arachnids) - Science Lesson 11 (Crustaceans) - Science Lesson 11 (Millipods) - Science Lesson 11 (Arthropods) - Science Lesson 11 (Other Invertebrates)	It wants to be flexible. (sports orientation)	Frequency=2

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The last part of all the lessons with the title of your contribution to conservation, which is shown with the symbol of the earth. - Science lesson 3 (sound energy) - Science lesson 12 (pollination of flowers) - Science lesson 12 (Plant division chart p. 110) - Science lesson 13 (habitat, habitats are different)	Interested in entering the job market while studying	Frequency=1	The last part of all the lessons with the title of your contribution to conservation, which is shown by the symbol of the earth. - Science lesson 11 (p. 93 until you think, p. 96) - Science lesson 11 (animals that do not have vertebrae) - Science lesson 11 (worms))- Science lesson 11 (Insects) - Science lesson 11 (Arachnids) - Science lesson 11 (Crustaceans) - Science lesson 11 (Millipods) - Science lesson 11 (Arthropods) - Science lesson 11 (Other invertebrates)	In the evaluation, it was found that the choice of this power is due to the student's resistance.	6-Thunder and lightning
Science lesson 1 (p. 4) - Science lesson 2 (mixtures)	Due to the correction of mistakes by the eraser, the student has high persistence.		Science lesson 1 (p. 4) - Science lesson 3 (light energy)	By expressing his interest in controlling and helping animals, he shows his interest in the environment and animals.	Frequency = 5
Science lesson 3 (kinetic energy) - Science lesson 6 (p. 51 to 57) - Science lesson 9 (cells, from p. 78 to 80) - Science lesson 9 (food digestion) - Science lesson 10 (breathing, from p. 84 to Collecting information p. 86) - Science lesson 10 (Transportation of substances in the body) - Science lesson 10 (Does your heartbeat change?) - Science lesson 10 (How do the necessary substances reach the cells of the body?) - Science lesson 10 (blood purification)	interested in being strong (athletic orientation)	32-Seeing with an obstacle	The last part of all the lessons with the title of your contribution to conservation, which is shown with the symbol of the earth. from page 84 to collecting information on page 86) - Science lesson 10 (substance transfer in the body) - Science lesson 10 (Does your heartbeat change?) - Science lesson 10 (how do the necessary substances reach the cells of the body?) - Science lesson 10 (blood purification)	Bringing painting to life. (art field)	7-Mental
Science lesson 3 (kinetic energy) - Science lesson 6 (p. 51 to 57) - Science lesson 9 (cells, from p. 78 to 80) - Science lesson 9 (food digestion) - Science lesson 10 (breathing, from p. 84 to Collecting information p. 86) - Science lesson 10 (Transportation of substances in the body) - Science lesson 10 (Does your heartbeat change?) - Science lesson 10 (How do the necessary substances reach the cells of the body?) - Science lesson 10 (blood purification)	interested in being strong (athletic orientation)	Frequency=1	Science lesson 2 (composites) - the last part of all lessons titled Your contribution to conservation, which is represented by the symbol of the earth. - Science lesson 7 (p. 62 before how to make a magnet) - Science lesson 8 (from First p. 72 to the end of the activity p. 73) - Science lesson 11 (p. 93 until you think, p. 96) - Science lesson 11 (animals that do not have vertebrae) - Science lesson 11 (other invertebrates) - Science lesson 13 (food chain) and the food web)	According to the evaluation, we concluded that this student's strength does not have a tendency towards experimental sciences, but only a tendency to help others.	Frequency = 4
Science lesson 7 (p. 60 and 61 and the first two lines of p. 62) - Science lesson 7 (p. 62 to before how to make a magnet)	Interested in special powers in animals	33- The speed of light	Science lesson 2 (mixtures) - Science lesson 3 (kinetic energy) - Science lesson 4 (p. 33 and 34) - Science lesson 5 (heat can be transferred to collect information p. 46) -	Luck (statistics and probability of mathematics and physics)	8-The accuracy of the eagle

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- Science lesson 9 (cells, from p. 78 to 80) - Science lesson 11 (p. 93 until you think p. 96) - Science lesson 11 (animals that don't have bones) - Science lesson 11 (Arachnids) - Science lesson 13 (Habitats, habitats are different)			Science lesson 7 (p. 62 to previous) How to make a magnet) - Science lesson 7 (moving objects using magnets) - Science lesson 8 (from galaxy to earth) - Science lesson 8 (Solar system)		
Science lesson 8 (from galaxy to earth) - Science lesson 8 (solar system) - Science lesson 9 (cells, from p. 78 to 80) - Science lesson 13 (food chain and food web)	With this power, he seeks to execute justice. (humanities orientation)	Frequency=12	Science lesson 6 (changes of stones in the river) - Science lesson 6 (pages 51 to 57) - Science lesson 9 (cells, from pages 78 to 80)	As its name suggests, this power refers to the history and field of human sciences.	Frequency=1
Science lesson 2 (mixtures) - Science lesson 4 (p. 33 and 34) - Science lesson 5 (heat can be transferred to collect information p. 46) - Science lesson 8 (from the beginning of p. 72 to the end of the activity on p. 73) - Lesson 10 sciences (substance transfer in the body) - lesson 12 sciences (pollination of flowers)	Awareness of other people's minds - (psychological tendency and... in humanities)		Science lesson 3 (kinetic energy) - Science lesson 4 (p. 33 and 34) - Science lesson 5 (heat can be transferred to collect information p. 46) - Science lesson 7 (p. 60 and 61 and the first two lines of p. 62) - Science lesson 7 (p. 62 before how to make a magnet) - Science lesson 7 (how to make a magnet) - Science lesson 7 (what are the poles of a magnet called) - Science lesson 7 (moving an object using a magnet)) - Science lesson 10 (How do the necessary substances reach the cells of the body?)	Turning objects into stone-oriented physics	9- Hypnosis and transmission of thoughts / Frequency=4
Science lesson 3 (thermal energy) - Science lesson 3 (light energy) - Science lesson 5 (p. 37 to think, p. 40) - Science lesson 5 (heat can be transferred to collect information, p. 46)	Setting fire to objects or creating fire - the concept of energy and heat in the field of mathematics and physics.	34- Conversion	Science lesson 1 (p. 4) - Science lesson 3 (light energy) - Science lesson 4 (p. 33 and 34) - Science lesson 5 (heat can be transferred to collect information p. 46) - Science lesson 7 (p. 62 to previous) from how to make a magnet) - lesson 7 of science (moving an object using a magnet)	Interest in the attraction power of objects can show us a tendency towards mathematics and physics.	10- Shooting
Science lesson 1 (bubbles) - Science lesson 4 (p. 33 and 34) - Science lesson 5 (heat can be transferred to collect information p. 46) - Science lesson 8 (from the beginning of p. 72 to the end of the activity on p. 73) - Lesson 9 sciences (cells, from p. 78 to 80)		Frequency=1	Science lesson 11 (animals that do not have vertebrae) - Science lesson 11 (worms) - Science lesson 11 (millipedes) - Science lesson 13 (food chain and food web)	It shows the interest in disappearing and becoming invisible, the tendency to the subject of light refraction, etc. in mathematics and physics.	Frequency=2
Science lesson 1 (page 4) - Science lesson 6 (changes of rocks in the river)	Being smart - by receiving this power, the student determines the theoretical and	35- Technical abundance=1	Science lesson 3 (kinetic energy)	Interested in special powers in animals	-11

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	practical percentage of his talent.				
Science lesson 3 (kinetic energy) - Science lesson 3 (sound energy) - Science lesson 9 (cells, from p. 78 to 80) - Science lesson 9 (food digestion) - Science lesson 10 (breathing, from p. 84 to collection) Information p. 86) - Science lesson 10 (Transportation of substances in the body) - Science lesson 10 (Does your heartbeat change?) - Science lesson 10 (How do necessary substances reach the cells of the body?) - Science lesson 10 (Purification) of blood)	Being strong - sports orientation	36- The secret architect	Lesson 9 of science (cells, from p. 78 to 80) - Lesson 9 of science (digestion of food) - Lesson 10 of science (breathing, from p. 84 to gathering information, p. 86) - Lesson 10 of science (transfer of substances in the body) - Lesson Science 10 (Does your heart rate change?) - Science lesson 10 (How do the necessary substances reach the cells of the body?) - Science lesson 10 (Blood purification) - Science lesson 12 (Plant division chart p. 110) - Science lesson 13 (food chain and food web)	The dream of flying, a dream with the direction of mathematics and physics	Tireless
			Science lesson 1 (bubbles) - Science lesson 6 (pages 51 to 57) - Science lesson 9 (cells, from pages 78 to 80)	Having the power of this office, the student holds the power of life and death of people. (Department of Experimental Sciences)	Frequenc y=1

In this method, we tried to create a bridge by asking the students to show us their interest and also to choose their learning format, and the result of this work showed us that according to the knowledge that the parents and the teacher students have, the power of choice and behavioral personality as well as students' learning are closely related, and in this way we can pay more attention to the personality traits that the students themselves show. On the other hand, connecting the teaching materials and the power chosen by the students allows them to look at the educational subjects with their own learning format and be more eager to learn them because these materials are presented to them in a way It is possible that they chose indirectly. And finally, according to the statistics and information obtained from this educational system as well as its specific evaluation, we can come to the conclusion that the learning format that the student has chosen for himself, with which of the available fields of study. It is more compatible and we should find him talented in order to be in a field that he can be interested in, develop ideas in and understand its subjects.

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Figure 4: A mental map of the tendency of the powers of the fourth grade students of Rasti Elementary School based on anthropology. Source: the authors of 1403

Table 4: Examples of final evaluation questions to match students' strengths and talents

Score	Question	Lesson code
10	-1Fourth grade students play bubbles in the school yard. They made the wires into different shapes, but they failed to make the bubbles into different shapes. Why did they fail? A) Because the place of the bubbles was bad. b) Because the shape of the bubble has nothing to do with the shape of the wires and the bubbles are always round. c) Because the children were dying violently. d) because the weather was clear.	1
10	-2If the molds for making bubbles are square and star shaped, what shape will the bubbles be? a) Square and star b) Spherical and star c) Spherical and square d) Spherical only	
10	-3 Write everything you know about bubbles.	

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10	?I plan to travel to Bandar Abbas in summer, what should I wear -1 A) Dark and thin b) Dark and thick c) Bright and thick d) clear and thin	2
10	?Which car absorbs more light-2 a) white car b) blue car c) red car d) black car	
10	?Which option is correct-3 a) In two glasses of the same type containing hot water, one of which is white and the other black, the water in the black glass cools down faster. b) It is appropriate to wear dark clothes in summer. c) It is appropriate to wear bright clothes in winter. d) White clothes dry in the sun later than black clothes.	
10	?What is a mixture -1 a) It is soluble. b) It is a substance that consists of only one component. c) It is a type of sedimentary rock. d) It is a substance that consists of two or more components.	3
10	?Which one of the following is a solid-in-solid mixture-2 a) salad b) soft drink c) cherry syrup d) muddy water	
10	?In which option are all uniform mixtures -3 (A) Water and salt/water and sugar/water and yogurt (buttermilk) b) syrup/buttermilk/water and sugar c) Water and sugar/water and salt/water and sugar d) syrup/juice and sand/water and salt	
10	.Name a uniform mixture -4	
10	?How can you separate the mixture of sand, water and salt -5 a) By passing through the sieve, sand and salt are separated and water remains. b) By grinding, water is separated and sand and salt remain. Then we separate them with a strainer. c) We separate the sand by passing through the sieve. Then we boil the water and separate the salt. d) It is not possible to separate salt from water.	
30	.Determine whether the following sentences are true or false -1 It is better to turn on the lamps when leaving the house- .Let's make beauty clear Pouring food or extra food in the garbage bin, right and wrong rejection - .because it can feed a hungry animal When someone does something wrong, we do right and wrong- We can do and say that wrong thing like him .that he is guilty	4
10	How can we avoid wasting energy? (State two things.) -2	
10	How can we not harm the environment? (State two things.) -3	
10	.Name two devices that produce kinetic energy -1	5
10	?What kind of energy does the fan convert electrical energy into -2	
10	?In which option do both devices generate kinetic energy -3 a) lamp, car b) meat grinder, heater c) stove, refrigerator d) airplane, fan	
20	?Which option is correct about the refrigerator-1 A) The refrigerator produces cold energy. b) The refrigerator produces heat energy. c) The refrigerator raises the temperature of the equipment. d) Refrigerant gas takes the heat energy of the devices and thus lowers their temperature.	6
20	.Name four devices that produce light energy-1	7
10	?Which option produces light energy-2	

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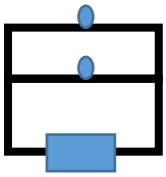
	a) heater b) fan c) sun d) radio	
10	?If the sound of the plane shakes the windows; Which energy conversion has occurred -1 .A) The acoustic energy of the plane has been converted into the thermal energy of the glass .b) The kinetic energy of the plane has been converted into the sound energy of the glass .c) The acoustic energy of the plane has been converted into the kinetic energy of the glass .d) The kinetic energy of the plane has been converted into the kinetic energy of the glass	8
10	.Name a device that produces sound energy -2	
10	?What energy does the television need to produce light energy and sound energy -1 a) mechanical energy b) potential energy c) electrical energy d) thermal energy	9
20	 ? Is the circuit in series or parallel-1 If we turn off one of the lamps in this circuit, the other lamp will turn off -2 ?Does it work or does it stay on	10
20	Draw a consecutive circuit and say that if we turn off one of the lamps in this circuit, will the other lamp turn off or stay -3 ?on	
20	Based on the previous two questions, guess whether the circuit of the lamps in your home or classroom is parallel or -4 ?sequential? Why	
10	?To make a circuit, we need some wire. Which of the following devices cannot be used instead of the wire in the circuit -1 a) nail b) coin c) wood d) silver	11
10	?To make a shield to defend oneself against electric shock, which material is better -2 a) iron b) silver c) wood d) gold	
20	?Which option about temperature is incorrect-1 .a) As the heat increases, the temperature rises .b) As the heat decreases, the temperature decreases .c) We use a thermometer to measure the temperature .d) The colder the air, the higher its temperature	12
10	?Which material is better to make a shield to defend yourself against enemy fire power -1 a) iron b) silver c) wood d) gold	13
10	?In which glass does the tea get cold faster -2 a) plastic cup b) wooden cup c) metal cup d) glass cup	
10	?A boy is playing in a part of the river where the stones are small and round, where is he in the river -1 a) the beginning of the river b) the middle of the river c) the end of the river d) it is not clear	14
30	 .Connect each definition to the appropriate name of that stone -1 Layer by layer and after the passage of igneous rocks) (.They are formed for several hundred years from the cooling of volcanic molten material, so metamorphic rocks)	15
10	?Is the magnet property the same everywhere -1	16
10	?How many poles does each magnet have -2	

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20	?In the figure below, do the magnets attract or repel each other -1 	17
20	?How can we make a magnet -1 ?How can we make the magnet we made stronger -2	18
10	?How can you find geographic directions using a magnet -1	19
10	?How to separate a device from a magnet without touching it -1	20

Table 5: Descriptive evaluation of students

Points earned by the student 1	Earnable points for the student 1		*Answers to hard and easy questions about powers	The student has learned the concepts of the textbook and generalizes them well and knows their application.
200	200	speed of light		The student has learned the concepts of the textbook, but he is a little weak in generalizing and applying them.
190	190	clue		The student made a mistake in choosing the power. (change power)
120	120	Directing objects		Due to absence, the student is not familiar with the concepts of the textbook. (Enter the number of absences from the teacher's grade book)
Points earned by the student 2	Earnable points for the student 2		*Answers to hard and easy questions about powers	The student has learned the concepts of the textbook and generalizes them well and knows their application.
60	60	Ice		The student has learned the concepts of the textbook, but he has a little weakness in generalizing and applying them.
170	170	Wind		The student made a mistake in choosing the power. (change power)
170	170	exchange		Due to absence, the student is not familiar with the concepts of the textbook. (Enter the number of absences from the teacher's grade book)
Points earned by the student 3	Earnable points for the student 3		*Answers to hard and easy questions about powers	The student has learned the concepts of the textbook and generalizes them well and knows their application.
60	60	Ice		The student has learned the concepts of the textbook, but he has a little weakness in generalizing and applying them.
140	140	Electricity		The student made a mistake in choosing the power. (change power)
170	170	mental		Due to absence, the student is not familiar with the concepts of the textbook. (Enter the number of absences from the teacher's grade book)
Points earned by the student 4	Earnable points for the student 4			The student learns the concepts of the textbook and generalizes them well and knows their application.
102	102	eagle accuracy	*Answering the criteria-activity questions in the practical branch	The student has learned the concepts of the textbook, but he has a little weakness in generalizing and applying them.
164	164	hypnosis		The student made a mistake in choosing the power. (change power)
100	100	shooting		Due to absence, the student is not familiar with the concepts of the textbook. (Enter the number of absences from the teacher's grade book)

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Points earned by the student 5	Earnable points for the student 5		*Answers to hard and easy questions about powers	The student learns the concepts of the textbook and generalizes them well and knows their application.
40	40	God		The student has learned the concepts of the textbook, but he has a little weakness in generalizing and applying them.
150	150	Jelly		The student made a mistake in choosing the power. (change power)
140	140	Animal control		Due to absence, the student is not familiar with the concepts of the textbook. (Enter the number of absences from the teacher's grade book)
Points earned by the student 6	Earnable points for the student 6		*Answers to hard and easy questions about powers	The student learns the concepts of the textbook and generalizes them well and knows their application.
60	60	Creation painting		The student has learned the concepts of the textbook, but he has a little weakness in generalizing and applying them.
110	110	Obstructed vision		The student made a mistake in choosing the power. (change power)
170	170	Chance		Due to absence, the student is not familiar with the concepts of the textbook. (Enter the number of absences from the teacher's grade book)
Points earned by the student 7	Earnable points for the student 7		*Answers to hard and easy questions about powers	The student learns the concepts of the textbook and generalizes them well and knows their application.
170	170	thunder and lightning		The student has learned the concepts of the textbook, but he has a little weakness in generalizing and applying them.
50	50	stoning		The student made a mistake in choosing the power. (change power)
170	170	time travel		Due to absence, the student is not familiar with the concepts of the textbook. (Enter the number of absences from the teacher's grade book)
Points earned by the student 8	Earnable points for the student 8		*Answers to hard and easy questions about powers	The student learns the concepts of the textbook and generalizes them well and knows their application.
160	160	Object attractor		The student has learned the concepts of the textbook, but he has a little weakness in generalizing and applying them.
200	200	Speed		The student made a mistake in choosing the power. (change power)
130	130	to hide		Due to absence, the student is not familiar with the concepts of the textbook. (Enter the number of absences from the teacher's grade book)
Points earned by the student 9	Earnable points for the student 9		*Answers to hard and easy questions about powers	The student learns the concepts of the textbook and generalizes them well and knows their application.
40	40	snake bite		The student has learned the concepts of the textbook, but he has a little weakness in generalizing and applying them.
200	200	Speed		The student made a mistake in choosing the power. (change power)
100	100	invisible		Due to absence, the student is not familiar with the concepts of the textbook. (Enter the number of absences from the teacher's grade book)
Points earned by the student 10	Earnable points for the student 10		*Answers to hard and easy questions about powers	The student learns the concepts of the textbook and generalizes them well and knows their application.
120	120	Moving objects		The student has learned the concepts of the textbook, but he has a little weakness in generalizing and applying them.

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90	90	Fire		The student made a mistake in choosing the power. (change power)
20	20	death office		Due to absence, the student is not familiar with the concepts of the textbook. (Enter the number of absences from the teacher's grade book)
Points earned by the student 11	Earnable points for students 11			The student learns the concepts of the textbook and generalizes them well and knows their application.
53/5	5/53	The staff of creation	*Answering the criteria-activity questions in the practical branch	The student has learned the concepts of the textbook, but he has a little weakness in generalizing and applying them.
97	97	shooting		The student made a mistake in choosing the power. (change power)
18	18	Magic Lanchiko		Due to absence, the student is not familiar with the concepts of the textbook. (Enter the number of absences from the teacher's grade book)
Points earned by the student 12	Earnable points for students 12		*Answers to hard and easy questions about powers	The student learns the concepts of the textbook and generalizes them well and knows their application.
220	220	Water		The student has learned the concepts of the textbook, but he has a little weakness in generalizing and applying them.
170	170	Chance		The student made a mistake in choosing the power. (change power)
240	240	Immortal		Due to absence, the student is not familiar with the concepts of the textbook. (Enter the number of absences from the teacher's grade book)
Points earned by the student 13	Earnable points for the student 13			The student learns the concepts of the textbook and generalizes them well and knows their application.
116	116	Transferring thoughts	*Answering the standard questions - Weakness in learning the first grade alphabet - Activity in the practical branch	The student has learned the concepts of the textbook, but he has a little weakness in generalizing and applying them.
29/5	2/59	Simulator		The student made a mistake in choosing the power. (change power)
-	-	Borrowing power		Due to absence, the student is not familiar with the concepts of the textbook. (Enter the number of absences from the teacher's grade book)
Points earned by the student 14	Earnable points for the student 14			The student learns the concepts of the textbook and generalizes them well and knows their application.
136	136	Thought control	*Answering the criteria-activity questions in the practical branch	The student has learned the concepts of the textbook, but he has a little weakness in generalizing and applying them.
92	92	invisible		The student made a mistake in choosing the power. (change power)
231/5	2/531	shield		Due to absence, the student is not familiar with the concepts of the textbook. (Enter the number of absences from the teacher's grade book)
Points earned by the student 15	Earnable points for the student 15			The student learns the concepts of the textbook and generalizes them well and knows their application.
112	112	mental	*Answering the criteria-activity questions in the practical branch	The student has learned the concepts of the textbook, but he has a little weakness in generalizing and applying them.
227/5	2/527	Immortal		The student made a mistake in choosing the power. (change power)
116	116	thunder and lightning		Due to absence, the student is not familiar with the concepts of the textbook. (Enter the number of absences from the teacher's grade book)

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Points earned by the student 16	Earnable points for the student 16		*Answers to hard and easy questions about powers	The student learns the concepts of the textbook and generalizes them well and knows their application.
160	160	Object attractor		The student has learned the concepts of the textbook, but he has a little weakness in generalizing and applying them.
170	170	mental		The student made a mistake in choosing the power. (change power)
190	190	Chameleon 's hand		Due to absence, the student is not familiar with the concepts of the textbook. (Enter the number of absences from the teacher's grade book)
Points earned by the student 17	Earnable points for the student 17			The student learns the concepts of the textbook and generalizes them well and knows their application.
98	98	mental	*Answering the criteria-activity questions in the practical branch	The student has learned the concepts of the textbook, but he has a little weakness in generalizing and applying them.
92	92	Animation		The student made a mistake in choosing the power. (change power)
57	57	Sixth sense		Due to absence, the student is not familiar with the concepts of the textbook. (Enter the number of absences from the teacher's grade book)
Points earned by the student 18	Earnable points for students 18			The student learns the concepts of the textbook and generalizes them well and knows their application.
90	90	Fire	*Answering the criteria-activity questions in the practical branch	The student has learned the concepts of the textbook, but he has a little weakness in generalizing and applying them.
173	173	Speed		The student made a mistake in choosing the power. (change power)
165	165	conversion		Due to absence, the student is not familiar with the concepts of the textbook. (Enter the number of absences from the teacher's grade book)
Points earned by the student 19	Earnable points for the student 19		* Answering difficult questions and being careless in easy questions	The student learns the concepts of the textbook and generalizes them well and knows their application.
113	113	Electricity		The student has learned the concepts of the textbook, but he has a little weakness in generalizing and applying them.
156	156	Wind		The student made a mistake in choosing the power. (change power)
200	200	Increasing speed		Due to absence, the student is not familiar with the concepts of the textbook. (Enter the number of absences from the teacher's grade book)
Points earned by the student 20	20 points for the student			The student learns the concepts of the textbook and generalizes them well and knows their application.
74	74	Fire	*Answering the criteria-activity questions in the practical branch	The student has learned the concepts of the textbook, but he has a little weakness in generalizing and applying them.
92	92	invisible		The student made a mistake in choosing the power. (change power)
230	230	technical		Due to absence, the student is not familiar with the concepts of the textbook. (Enter the number of absences from the teacher's grade book)
Points earned by the student 21	Earnable points for students 21		*Answers to hard and easy questions about powers	The student learns the concepts of the textbook and generalizes them well and knows their application.
170	170	thunder and lightning		The student has learned the concepts of the textbook, but he has a little weakness in generalizing and applying them.

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200	200	Speed		The student made a mistake in choosing the power. (change power)
60	60	Ice sword		Due to absence, the student is not familiar with the concepts of the textbook. (Enter the number of absences from the teacher's grade book)
Points earned by the student 22	The points that can be obtained for the student are 22			The student learns the concepts of the textbook and generalizes them well and knows their application.
41	41	invisible	*Answering the criteria-activity questions in the practical branch	The student has learned the concepts of the textbook, but he has a little weakness in generalizing and applying them.
119	119	Speed		The student made a mistake in choosing the power. (change power)
182	182	The secret architect		Due to absence, the student is not familiar with the concepts of the textbook. (Enter the number of absences from the teacher's grade book)
Points earned by the student 23	The points that can be obtained for the student are 23		*Answers to hard and easy questions about powers	The student learns the concepts of the textbook and generalizes them well and knows their application.
100	100	the rich		The student has learned the concepts of the textbook, but he has a little weakness in generalizing and applying them.
200	200	Speed		The student made a mistake in choosing the power. (change power)
130	130	secret force		Due to absence, the student is not familiar with the concepts of the textbook. (Enter the number of absences from the teacher's grade book)
Points earned by the student 24	24 points for the student		*Answers to hard and easy questions about powers	The student learns the concepts of the textbook and generalizes them well and knows their application.
200	200	Speed		The student has learned the concepts of the textbook, but he has a little weakness in generalizing and applying them.
80	80	eraser		The student made a mistake in choosing the power. (change power)
130	130	shooting		Due to absence, the student is not familiar with the concepts of the textbook. (Enter the number of absences from the teacher's grade book)
Points earned by the student 25	25 points for the student		*Answers to hard and easy questions about powers	The student learns the concepts of the textbook and generalizes them well and knows their application.
100	100	invisible		The student has learned the concepts of the textbook, but he has a little weakness in generalizing and applying them.
130	130	power punch		The student made a mistake in choosing the power. (change power)
200	200	Speed		Due to absence, the student is not familiar with the concepts of the textbook. (Enter the number of absences from the teacher's grade book)
Points earned by the student 26	The points that can be obtained for the student are 26		*Answers to hard and easy questions about powers	The student learns the concepts of the textbook and generalizes them well and knows their application.
200	200	Speed		The student has learned the concepts of the textbook, but he has a little weakness in generalizing and applying them.
100	100	invisible		The student made a mistake in choosing the power. (change power)

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100	100	the rich		Due to absence, the student is not familiar with the concepts of the textbook. (Enter the number of absences from the teacher's grade book)
Points earned by the student 27	Points that can be obtained for the student 27			The student learns the concepts of the textbook and generalizes them well and knows their application.
83	83	Spider Man	*Answering the criteria-activity questions in the practical branch	The student has learned the concepts of the textbook, but he has a little weakness in generalizing and applying them.
162	162	Tireless		The student made a mistake in choosing the power. (change power)
106	106	mind reading		Due to absence, the student is not familiar with the concepts of the textbook. (Enter the number of absences from the teacher's grade book)
Points earned by the student 28	The points that can be earned for the student are 28		*Answers to hard and easy questions about powers	The student learns the concepts of the textbook and generalizes them well and knows their application.
180	180	hypnosis		The student has learned the concepts of the textbook, but he has a little weakness in generalizing and applying them.
30	30	Flight		The student made a mistake in choosing the power. (change power)
90	90	untouchable		Due to absence, the student is not familiar with the concepts of the textbook. (Enter the number of absences from the teacher's grade book)
Points earned by the student 29	points that can be obtained for the student 29		*Answers to hard and easy questions about powers	The student learns the concepts of the textbook and generalizes them well and knows their application.
200	200	Speed		The student has learned the concepts of the textbook, but he has a little weakness in generalizing and applying them.
100	100	the rich		The student made a mistake in choosing the power. (change power)
240	240	Immortal		Due to absence, the student is not familiar with the concepts of the textbook. (Enter the number of absences from the teacher's grade book)
Points earned by the student 30	30 points for the student			The student learns the concepts of the textbook and generalizes them well and knows their application.
40	40	intelligence		The student has learned the concepts of the textbook, but he has a little weakness in generalizing and applying them.
31	31	Fire		The student made a mistake in choosing the power. (change power)
24	24	Hulk	* This student has a high intelligence, but due to a lot of absences, he missed concepts and a number of evaluations.	Due to absence, the student is not familiar with the concepts of the textbook. (Enter the number of absences from the teacher's grade book)

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