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An Evaluation of 'Diversity Education' Course at College of Basic Education, Salahaddin University-Erbil: Student's Perspectives

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Abstract

This study is entitled "An Evaluation of 'Diversity Education' Course at College of Basic Education, Salahaddin University-Erbil: Student's Perspectives". It aims at evaluating the content of Educational Diversity course by taking into consideration students' perspectives regarding the whole course. The course has been taught for several years without any evaluation. Thus, this study is conducted to 4th year college students of English department at College of Basic Education, Salahaddin University-Erbil for the academic year 2018-2019. A quantitative method has been employed for this study and the data has been collected through a questionnaire. The findings of the research revealed that the course content is appropriate for the current time but it needs a change in its activity assessment. Moreover, the results have shown that the course outcome is significantly achieved and meets the learning outcomes set in the course.

Keywords: Evaluation, Diversity Education, Course syllabus, Course evaluation

1. Introduction

Engaging diversity in the educational program has been attractive to program designers in most of the universities around the world. The reason is due to variety in a society that leads diversity learning to be designed and implemented in academic programs. It is described as social or individual differences in terms of culture, way of thinking, age, gender, ethnicity, religion, language, disabilities, economic status. The problem of this study lies in the point that, 'Diversity Education' as newly added module to the departments of College of Basic Education in the last few years has not been evaluated yet.

The study attempts to evaluate the content of Diversity Education course by taking into consideration students' perspectives regarding the whole course.

It is hypothesized that the content of the course is appropriate for the present time. On the other hand, there is a difference between students' perspectives with the expected learning outcomes set in the course objective. Accordingly, the study tries to answer the following questions:

- a) To what extend does course content provide enough information to promote students' awareness of diversity?
- b) Do the students' perspectives meet the learning outcomes set in the course objectives?

The scope of this study is limited to (60) 4th-year college students of the English department at Collage of Basic Education, Salahaddin University-Erbil for the academic year 2018-2019 where diversity education is taught as a course.

This study will be of great value to the Ministry of Higher Education- Kurdistan Region Government to take into consideration the importance of studying diversity education in private and public Universities, and for College Instructors and Education practitioners as it



enables them to increase the awareness of individuals and the importance of diversity education, and to achieve the desired outcomes that meet the student's needs. Furthermore, it's a valuable study for the students who study the course, to promote the idea of diversity education and practice its principles in their daily life as they are going to be teachers in the future.

2. Theoretical Background

2.1 Diversity Education

In recent years and especially in our current contemporary societies diversity has a major impact on individuals' awareness and behavior (Corson, 2001).

The history of diversity education is believed to have first started in the United States during the civil rights movement of the 1960s. Since then, there has been a wealth of interest and research on diversity education (Özturgut, 2011).

Corson (2001, P. 4) illustrates that "humans are participants in many different 'language games' that are all played within fairly closed linguistic circles. When we have knowledge or belief, we have it according to the linguistic rules that obtain in a given circle or game: in some discipline or theory, for instance, or in some other ideological framework, like a culture, a social group, and religious sectors"

Swennen & van der Klink (2009) have shown that in 21 century there is an obvious change in our classrooms. For this reason, in order to achieve a high- quality education in diverse schools and universities, instructors are required to be prepared well for student's diversity in terms of beliefs, cultural, national, experience and capacities, social class, financial differences, language, gender, disability.

Diversity education is defined by many scholars. Some of these definitions are presented below:

Marin & Morgan Consoli (2015) state that diversity is an education attempts to refer to problems like racial and social class division, the different achievement of students from various backgrounds, and the structural inequality in both schools and societies.

In addition, diversity refer to variation among people from various societies or individuals from the same society in terms of language, culture, believes, religion, disabilities, background, race, sexual differences, ideas, and education level (Amparo, 2016 , p.3 and Angus & De Oliveira, 2012, P.7).

Likewise, diversity education is defined as "An idea, an educational reform movement, and a process whose major goal is to change the structure of educational institutions so that male and female students, exceptional students, and students who are members of diverse racial, ethnic, language, and cultural groups will have an equal chance to achieve academically in school" (Özturgut, 2011, p. 2).

In addition, it is assumed that diversity education has a number of advantages; some of them are explained by Scott & Sims (2018) as clarified in the following sequence. Firstly, it improves students' educational knowledge by communicating with students from various backgrounds. Secondly, it encourages personal development and healthy society by destroying negative prejudgment about cultures and nationalities that are unknown by the students. Thirdly, it makes communities and works places more powerful by qualifying the students to be responsible representatives of society. Fourthly, it provides equal chances to all the students for accomplishing academically due to unbiased routines in education frameworks, and the uncertain growing of demographics in our societies.

Moreover, each type of education program needs to have some typical features and qualities to be implemented by the faculty and teachers. Particularly, without doubt, diversity education has some characteristics to be taken care of when it's applied for achieving the desired outcomes.



Marin & Morgan Consoli (2015) believed that diversity education was designed to cover extremely essential aim that is promoting students in proceeding wider knowledge and personally developing their comprehension about diversity.

The researchers have indicated three main experimental elements to be included in the curricula of diversity program in order to achieve the aims successfully. The three experiential elements are simplifying knowledge, awareness, and techniques. At the same time, additionally, other characteristics of diversity education include higher education among instructors and students, building up more participation between the classmates, student's togetherness and support inside the class.

2.2 Course design and course syllabus

It is believed that, designing a course for any program is extremely important as it promotes achieving the goals and the outcomes. For this reason, first of all, a brief explanation is presented below on course design, and followed by course syllabus.

The term course design is generally understood to be implemented for the illustration of a wider context where preparation for language instruction happens (Dubin & Olshtain, 1986). On the other hand, According to O'Neill (2015), Course design guides planners in constructing principles for the application of specific teaching, learning, and assessment approaches regularly and certainly.

Furthermore, specialists assume that for designing a successful course, several steps need to be taken into consideration.

According to Diamond (2008), in his book that presents a learning-centered curriculum, there are few main sequences that need to be adopted by the designers. First, to gather information on the learners, society and education demands. Second, the experts must design instructional and evaluation methods for fulfilling the discovered needs. Third, the staff needs to establish the objectives of the course from general to particular. Fourth, in this step application and evaluation of the course takes place. Besides, revision of the course and modifications are needed to be done according to the achieved findings.

Certainly, after designing a course, the second step is outlining an appropriate syllabus. According to Rabbini (2002), syllabus design is a definition of viewpoints related to language and learning; it supplies some aims to be earned by the teacher and the learner. However, Nunan (1988, P: 6) states that "a syllabus is a statement of content which is used as the basis for planning courses of various kinds, and that the task of the syllabus designer is to select and grade this content".

2.3 Course Evaluation

After designing a course and its syllabus, the final step is course evaluation. It is necessary here to clarify exactly what is meant by course evaluation. According to Zohrabi (2012), it focuses on examining a program/course from various proportion to inform the designers about the effectiveness of the adopted objectives, learning requirements, materials of the course. In addition, it works as a combiner which joins all the components of a curriculum together.

This interpretation is different from Fitzpatrick et al. (2011) who argue that evaluation is prescribed as the recognition, explanation, and application of defensible criteria to conclude the value or benefit of the evaluated principles.

Moreover, course evaluation has a number of benefits. Hence, the logic behind evaluating a course is been clarified by Zohrabi (2012). First of all, to measure the efficiency of programs by evaluation and comparison in terms of characteristic and indistinguishable language points of this program and others. Then, to examine if the resources are appropriately adopted in the course and the degree of comprehension of the learners for the used materials. After that, to collect knowledge and information to decide whether the course



needs revision or to be adopted as it is. Finally, to find out suitable solutions and pinpointing the factors behind weaknesses or failure of a course.

Apart from the advantages, to better understand and apply the principles of Evaluation, Omer (2015, p.25) Mentioned some steps for course evaluation.

First stage, determining the aim: this step can be achieved by establishing what is required to be assessed and why. besides, setting the aim and goals for the program. Second, gathering consistent data: recognizing the vital resources is extremely essential, along with the way in which data collection will take place. Third, formulating the collected data: the data must be constructed and well arranged by the researcher in order to be well presented to the gallery. Fourth, interpreting the data: in this stage, selecting the most appropriate tool for analysis of the data is crucial. For the method needs to be correlated with the kind of data. Fifth, the announcement of the findings: the researcher must take into consideration the listeners and the type of the report, Final stage, application of the evaluation outcome: this last stage guides the program designer to the changes and improvements needed about the evaluated course.

3. Methodology

The Purpose behind the selected method of this research is to achieve its purpose in evaluating the 'diversity education' course at the College of Basic Education, Salahaddin University-Erbil. The data collecting tool is a questionnaire and for the data analysis of the study statistical SPSS program is being used.

3.1 Sampling

The sampling procedure in this research is limited to 4th year students of English department at College of Basic Education for the academic year 2018-2019. Accordingly, (60) questionnaire forms were distributed among the participants. The students were selected randomly, and their ages were (20-25). Obviously, the reason behind choosing fourth-year college students is that they are studying diversity education as a basic subject and they are supposed to be the most suitable source for evaluating the program and to check how much this course helped them in increasing their level of awareness.

3.2 Validity

The validity of the tool is maintained by distributing the questionnaire items to a number of respectful jury members that are specialized in the field. Their notes and additions were taken into consideration.

3.3 Reliability

According to Plano and Creswell (2015), reliability means that scores through a survey method are constant and dependable. Hence the scores should be almost the same when scholars manage the survey method multiple times to the same survey contributors. One of the most used reliability techniques in the research is Cronbach's alpha test for reliability. The Cronbach's alpha pilot test (first test) score for the questionnaire was 0.803, besides final and the reliability test 0.817 which indicated a high level of reliability in the overall set of items or statements of the survey questionnaire. As showed in Table 1, the students who took part in this research for the pilot test were 30 students, and for the final test 60 students participated in the research out of 120 students in English department. The students were selected randomly. Therefore, the questionnaire used to collect data can be considered as highly reliable.

Table (1)
Reliability Statistics



Tests	Cronbach's Alpha	Number of Items	Number of participants	Percentage
Pilot test (First test)	0.803	12	30	100.0
Final and Reliability test	0.817	12	60	100.0

4. Data Analysis, results and Findings

The aim of this section is to present the data analysis process of the current study from the respondents namely the 4th year students of English department at College of Basic Education. The students' questionnaire of this study consists of two parts. The first part contains (12) close-ended scale items. Item (1-2) course objectives, Text selections for the course content (3), Course content effectiveness (4), Activity assessment (5), Course requirements (6), Course procedure (7-8), Course assessment(9), Course outcome(10) , and Course benefits (11-12). The participant has been given five answers: Strongly agree, agree, neutral, disagree and strongly disagree. While the second part is dedicated to situations to evaluate student's level of awareness or how much the course content worked on increasing student's level of awareness through five relevant questions. After distributing the questionnaire items to the participants, the answers were analyzed by Statistical Package for the Social Science (SPSS) program. Thus, the results are discussed depending on the mentioned classification of the questionnaire as follows:

4.1 Results and Findings

The first 2 questions in the questionnaire are dedicated to course objectives. See table (2)

Statements	Number of participants	Mean	Std. Deviation	Rate of Agreement
<i>Q1</i> The course aims are clear.	60	3.57	1.015	71.4%
<i>Q2</i> The course aims are achievable.	60	3.32	0.892	66.4%

To know whether the course aims are clear or not, the results of (*Q1*) showed that the majority of the participants believed the course objectives are clear. The rate of the agreement is 71.4%. Besides, statistical mean, and standard deviation scores are 3.57, and 1.015. Moreover, the second question (*Q2*) is related to the statement of achievability of the course aims. The results indicate that the course aims are achievable, supported by the rate of the agreement that is 71.4%. Besides, statistical mean and standard deviation scores are 3.57, and 1.015. According to the above output, the findings of these two questions indicate that the course objectives are clearly identified and achievable.

Table (3)
Results of the Text Selections for the Course Content



Statements	Number of participants	Mean	Std. Deviation	Rate of Agreement
Q3 The course texts are clear and well written.	60	3.25	1.099	65%

The result of text selections for the course content is shown in table (3). The statistical mean and standard deviation scores are 3.25, and 1.099. Besides, the agreement percentage is 65%. The finding of the result demonstrates that according to the students the course texts are clear and well written.

Table (4)
Results of the Course Content Effectiveness

Statements	Number of participants	Mean	Std. Deviation	Rate of Agreement
Q4 The course content provided us with the techniques needed to handle diverse classes as future teachers.	60	3.50	0.834	70%

According the above table, whether the course content is effective or not, the results show that the statistical mean and standard deviation scores of this question are 3.50 and 0.834 respectively. On the other hand, the rate of agreement is 70% of the overall participants, so these results reveal that the course content is effective in providing the techniques that students need to handle their diverse classes in future.

Table (5)
Results of Activity Assessment

Statements	Number of participants	Mean	Std. Deviation	Rate of Agreement
Q5 The course clearly states how class activities are graded.	60	3.15	0.917	63%

This question attempts to find out about activity assessment in the course. The result indicates that the majority of the participants support the statement that the course clearly states how activities are graded with the percentage of agreement 63% of the total answers. The mean and standard deviation scores are 3.15 and 0.917. The finding of this question may raise some worries in that the grading system adopted for course activities is clearly stated, but not in a significant level. In other words, some changes need to be done in the adopted method for assessing activities.

Table (6)



Results of the Course Requirements

Statements	Number of participants	Mean	Std. Deviation	Rate of Agreement
Q6 The course clearly shows what is needed to be successful in this course.	60	3.40	0.960	68%

As indicated in the above outlined results, due to course requirements is stated or not, the statistical mean and standard deviation scores are 3.40 and 0.960 and 68% of the participants agreed on the point that the course clearly shows what is needed to be successful in it. Hence, the finding of this question shows that the course definitely clarifies its requirement for the students. Thus, it helps students to specify what they need to do in order to succeed in the course.

Table (7)
Results of the Course procedure

Statements	Number of participants	Mean	Std. Deviation	Rate of Agreement
Q7 The assignments were relevant and helpful to my learning.	60	3.45	1.171	69%
Q8 The workgroup and discussions were implemented in the course.	60	3.30	1.169	66%

Question number (7&8) as presented in the above table demonstrates course procedure.

To know whether the assignments are relevant and helpful to students learning or not, the results of (**Q7**) showed that the majority of the participants believed the assignments are relevant and helpful to student learning according to rate of agreement 71.4%. Besides, statistical mean and standard deviation scores are 3.45 and 1.171. On the other hand, question (**Q8**) is regarding the statement of the degree in which workgroup and discussions are implemented in the course. . The results indicate that the course contains different methods of teaching supported by the rate of the agreement that is 66%. Besides, statistical mean and standard deviation scores are 3.30, and 1.169. The findings of these questions show that the adopted procedures for the course are appropriate.

Table (8)
Results of the Course Assessment



Statements	Number of participants	Mean	Std. Deviation	Rate of Agreement
<i>Q9</i> The course contains different methods of assessing learning.	60	3.68	0.948	73.6%

This question attempts to find out about course assessment. The result indicates that the majority of the participants support the statement that the course contains different methods of assessing the percentage of agreement 73.6% of the total answers. The mean and standard deviation scores are 0.948 and 0.948. It can be regarded from the outlined table that the course contains different methods for assessing learning.

Table (9)
Results of the Course Outcome

Statements	Number of participants	Mean	Std. Deviation	Rate of Agreement
<i>Q10</i> The learning outcomes of the course are achieved.	60	3.57	0.810	71.4%

As indicated in the above outlined results, concerning whether the course outcomes are achieved or not, the statistical mean and standard deviation scores are 3.57, and 0.810. It means that 71.4% of the overall survey sample agreed that the learning outcomes of the course are achieved. The most interesting finding is that according to student's perspectives the course outcomes are significantly achieved.

Table (10)
Results of the Course Benefits

Statements	Number of participants	Mean	Std. Deviation	Rate of Agreement
<i>Q11</i> The course content helped me to understand the value and the usefulness of the subject matter covered.	60	3.57	0.981	71.4%
<i>Q12</i> The course increased my interest in the subject.	60	3.42	1.078	68.4%



The last 2 questions in the questionnaire are dedicated to course benefits. To know whether the course content helped the participants to understand the value and the usefulness of the subject matter covered or not, the results of (Q11) showed that the majority of the participants believed the course is helpful and increases students' value on the subject. The rate of the agreement is 71.4%. Besides, statistical mean and standard deviation scores are 3.57, and 0.981.

Moreover, the second question (Q12) examines whether the course increases participant's interest in the subject or not; the results confirm that the course increases their interest, which is supported by the rate of the agreement that is 68.4%. Besides, statistical mean and standard deviation scores that are 3.42, and 1.078. According to the above output, the findings of these two questions state that the course provides its benefits to students by increasing their interest and promotes students comprehension about the advantages of the course in their real life.

One interesting finding from the overall results from the first part of student's questionnaire indicates that (Q9) 'The course contains different methods of assessing learning' obtained the highest mean score compared to other questions. Hence, the result establishes that the adopted methodologies for assessing students learning are appropriate in a significant level. However, (Q5) 'The course clearly states how class activities are graded' came at the lower mean, so, the course clearly states how class activities are graded but not at a significant level. See figure (1).

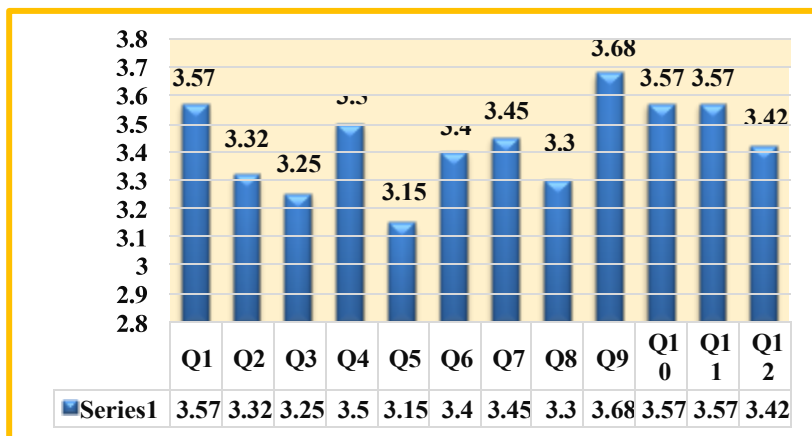


Figure (1) Statistical mean scores from the first part of the questionnaire

The Results of Evaluating Student's Level of Awareness

In this section of the analysis, the study tries to include situations to evaluate student's level of awareness i.e. how much the course content worked on increasing student's level of awareness through five relevant questions. See Figure (2-6)

This part consists of 5 questions and starts from question (13), as analyzed below:

Q13: When you have a strong belief, do you:

- a- Keep it to yourself unless directly asked.
- b- Put forward your point of view, but stop the argument.
- c- Try very hard to make others see things the same way as you.

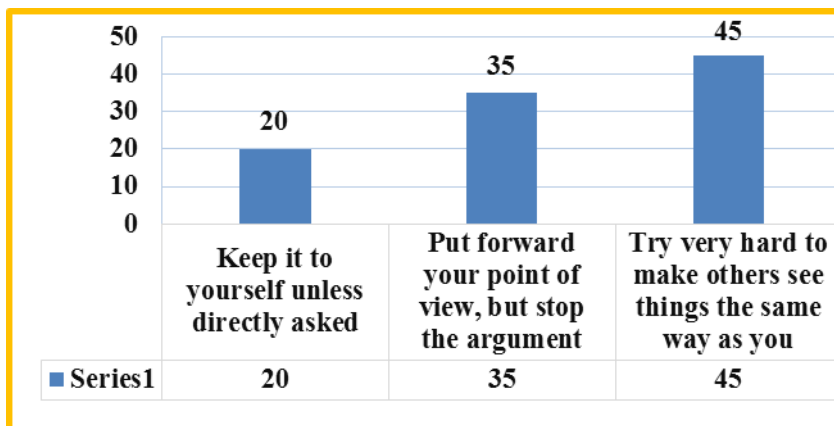


Figure (2)

When we look at Figure 2, we can see that 45% or 27 participants of the overall study who represent the highest percentage for this question selected option (c) try very hard to make others see things the same way as he or she realizes. However, 35% or 21 participants of the total sample chose (b) that they put forward their point of view, but stop the argument. Finally, 20% or 12 participants selected option (a) that the student keeps his/her believe to himself/herself unless directly asked. It means that majority of those who participated in the study try very hard to make others see things the same way as a student understands, which indicates their high level of awareness.

Q14: When you meet someone, who disagrees with your views, do you:

- a- Avoid the argument
- b- Enjoy a good argument
- c- Argue and lose your temper

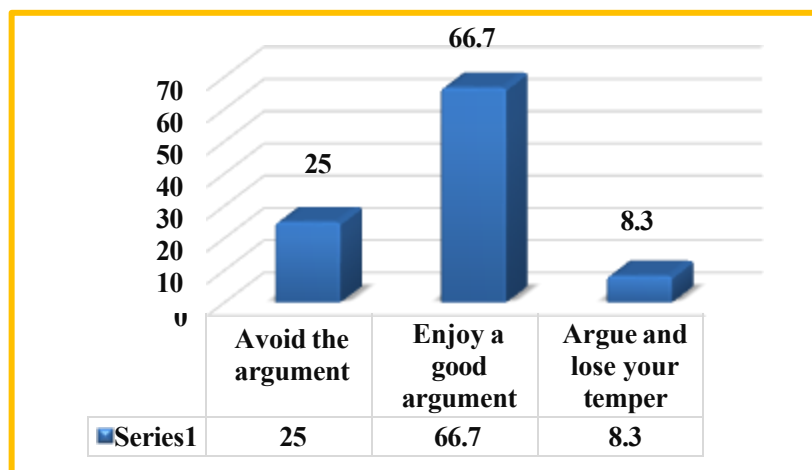


Figure (3)

As the results of (Q14) showed in Figure 3, 66.7% or 40 students of the overall study (b) enjoy a good argument, when they meet someone, who disagrees with their opinions. While, 25% chose (a) to avoid the argument, however, 8.3% or (5) students only of the overall study selected (c) argue and lose their temper. Thus, this result confirms that most students enjoy a good argument which is a proof to students' high level of awareness.

Q15: When someone provides you information about his/her culture which is different from your own, do you:

- a- Try to change the topic



- b- Tell the person that you are not interested
- c- Enjoy the conversation

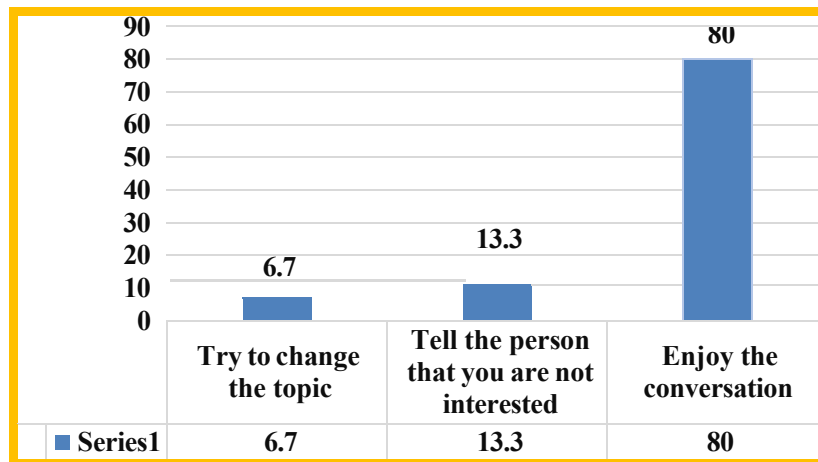


Figure (4)

As the demonstrated result in Figure 4 shows option (c) is the most privileged answer for this question, as 80% or 48 students of the overall study chose that they enjoy the conversation when someone provides information about his/her culture which is different from them. Nevertheless, 13.3% or 8 students selected (b) to tell the person that they are not interested in. Yet, the less average is seen in option (a) as 6.7% of the participants try to change the topic, in other words, avoid conversation. So, these results establish that most students enjoy the conversation.

Q16: Would you work with someone from a different race?

- a- Maybe, but after much thinking
- b- No
- c- Yes

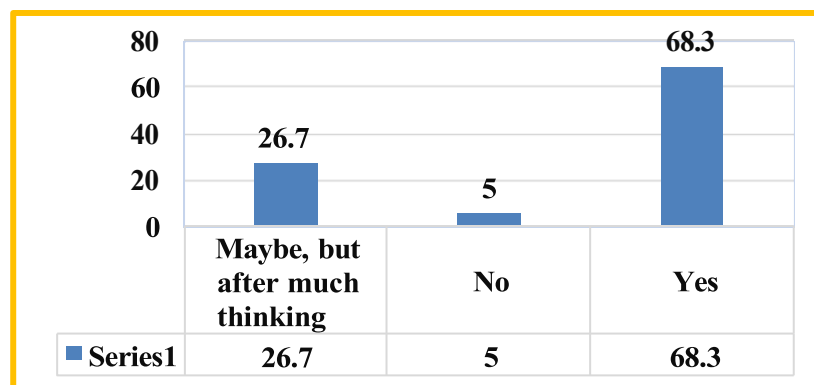


Figure (5)

In regard to (Q16), option (c) is the favorable answer for the participants in average of 68.3% since 41 chose to the statement "would you work with someone from a different race?" Besides, 26.7% or 16 students of the total survey sample preferred option (a) maybe, but after much thinking. However, 5% or three students answered option (b) no to the same question "would you work with someone from a different race?" Consequently, this result approves that most students work with someone from a different race which shows a high level of student's awareness, as shown in Figure 5.



Q17: If one of your students has a problem in communicating, disability, understanding...etc. would you:

- d- Neglect the person
- e- Search for techniques or talk to some people in charge to find a solution
- f- Try to be friendly and solve the problem

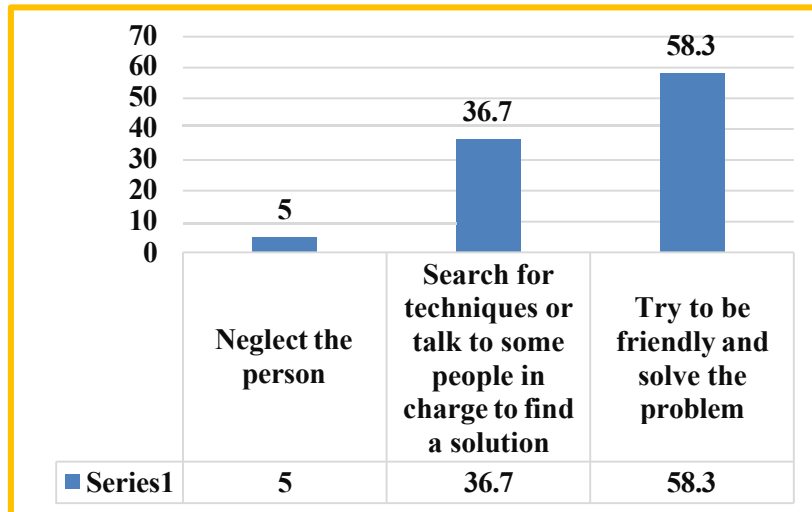


Figure (6)

As the results of (Q17) represent that, 58.3% or 35 students of the study selected option (c) that is they try to be friendly and solve the problem when we asked if one of students' colleague has a problem in communicating, disability, understanding...etc.. Furthermore, Figure 6 showed that, 36.7% or 22 participators selected option (b) that they would search for techniques or talk to some people in charge to find a solution. Finally, three students only nominated option (a) that they neglect the person. Accordingly, these results support that most students whether trying to be friendly and solve the problem or search for techniques or talk to some people in charge to find a solution indicates a high level of student's awareness.

In conclusion, the second part of student's questionnaire attempts to evaluate student's level of awareness i.e. how much the course content worked on increasing student's level of awareness. The findings show that the course achieved its most essential aim by increasing student's level significantly.

Conclusions

Based on the results of the research, the following conclusions can be drawn:

1. This study has identified that the course objectives are clear and have been achieved, the texts that are used for teaching the course content are clearly stated, the implemented procedures for teaching the course content includes group work, discussions, presentations are appropriate. Besides, the course includes various methods for course assessment.
2. In addition to having the above positive point, one negative point is discovered in the findings. The grading system adopted for course activities are clearly stated, but not in a significant level. In another word, some changes need to be done in the adopted method for assessing activities.



The above information shows that the first hypothesis which states "the content of the course is appropriate for the present time" is confirmed.

3. The results showed that the course outcomes are significantly achieved in terms of increasing student's awareness to diversity, increasing their interests and comprehension of the value of the subject in their life, and working on the techniques to handle their future diverse classes. Also, the course prepares students and increases their problem solving skill by finding the techniques to solve students' problems.

The above information shows that the second hypothesis which states "there is a difference between students' perspectives with the expected learning outcomes set in the course objective" is rejected. The reason refers to the findings of the study which reveals that the course outcomes are significantly achieved. This implies that there is no difference between students' perspectives with the expected learning outcomes set in the course objective.

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تقييم كورس "التربية المتنوعة" في كلية التربية الأساسية، جامعة صلاح الدين- أربيل

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جامعة صلاح الدين- كلية التربية الاساسية-اربيل

الملخص

هذه الدراسة هي تحت عنوان (تقييم "التربية المتنوعة" في كلية التربية الأساسية، جامعة صلاح الدين- أربيل) وهي تهدف إلى تقييم محتوى كورس التنوع التربوي من خلال مراعاة وجهات نظر الطلاب فيما يتعلق بالكورس بأكملها. تم تدريس الكورس لسنوات بدون تقييم. تقتصر عينة البحث على طلاب كلية الصف الرابع في قسم اللغة الإنجليزية بجامعة صلاح الدين في أربيل للعام الدراسي 2018-2019 حيث يتم تدريس التربية على التنوع مع مقررهم. تم استخدام الطريقة الكمية لهذه الدراسة وتم جمع البيانات من خلال الاستبيان وكشفت النتائج البحث أن محتوى الدورة التدريبية تؤكد النتيجة أن محتوى الكورس التدريبي مناسب للوقت الحالي ولكن من حيث تقييم أنشطته يحتاج تغيير. علاوة على ذلك، أظهرت النتائج، أن أهداف الكورس قد تحققت بشكل كبير وأن نتائج التعلم المحددة في الكورس تنطبق مع وجهات نظر الطلاب.

الكلمات الدالة: تقييم، تربية المتنوعة، منهج الكورس، تقييم الكورس

هه لسه نكاندنی كورسی " به روه رده ی فره ی جورى " له كۆلیژی پهروهردی بنهردت، له زانکۆی سهلاحهیدین - هه ولیر

كه في شاکر محه مه د

كۆلیزی به روه رده ی بنه ره تی-زانکۆی
سه لاهه دبیین - هه ولیر

زهراء سمكو قره نی

كۆلیزی به روه رده ی بنه ره تی-زانکۆی
سه لاهه دبیین- هه ولیر

پوخته

ئهم توێژینهوهیه له ژیر ناوینشانی (هه لسه نکاندنی کورسی "به روه رده ی فره ی جورى" له کۆلیژی پهروهردی بنهردت، له زانکۆی سهلاحهیدین- هه ولیر). ئامانجی ئهم توێژینهوهیه بریتیه له هه لسه نکاندنی کورسی به روه رده ی فره ی جورى بئیبی بیرورای قوتایی سبهارت به کورسه که به کشتی. کورسه که بوجه ند سالیگ و ترابوه وه به بی هه لسه نکاندن و ههروهها ئهم توێژینهوهیه پهيوست کراوه به قوتاییانی بولی جوار به شی ئینکلیزی له کۆلیژی پهروهردی بنهردت له زانکۆی سهلاحهیدین بو سالی خویندن 2018-2019، بهمهپهستی کۆکردنهوهی داتا و زانیاری

لهسهر ئهم لیکۆلینهوهی. ریگهی جورى بهکارهینراوه بۆ ئهم توێژینهوهیه، داتاگان کۆکراونهتهوه له جوارچنوهی رابرسی قوتاییان. ئهم توێژینهوهیه ئهوهی دهرخستوه کهوا ئامانجی کورسه که به ده ست هینراون به لام سه بارهت به شیوازی هه لسه نکاندنی جالاکیه کان بیویستی به کورانکاری هه یه. له لایه کی تره وه. ده ر نه نجامی کورسه که تا راده یه کی زور به ده ست هینراو بوو هه روه ها ده ر نه نجامی کورسه که هاوارابوو له که ل بیرورای قوتاییان.



ده سته وازه كرنكه كان: هه لسه نكاندن, به روه رده ي فره يي , به رنامه ی كورس , هه لسه نكاندن كورس