

Scientific Research Ministry of Higher Education and
Scientific Supervision and Evaluation Authority
Department of Quality Assurance and Academic Accreditation



استمارة وصف البرنامج الأكاديمي للكليات والمعاهد

University: Tikrit University

College/Institute: College of Education for Humanities

Scientific Department: Educational and Psychological Sciences

File completion date: ٢٠٢٥ - ٢٠٢٦

Signature: Signature

Head of Department: Asst. Prof. Dr. Omar Kazim Ali Scientific Assistant:
Tayef Ibrahim-Al Prof. Dr. Rashid

Date: Date

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Quality Assurance and University Performance Division

University Name of the Director of the Quality Assurance and
Performance Division

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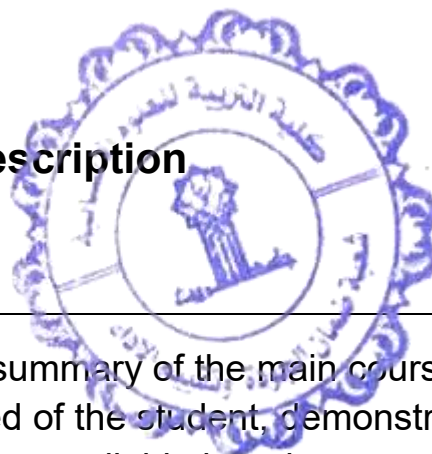
Dean's approval

الاستاذ الدكتور
شهاب الدين
معاون العميد لشؤون الطلبة

الاستاذ الدكتور
فهد شلاش خلف



Academic Program Description



This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning . description opportunities. It must be linked to the program

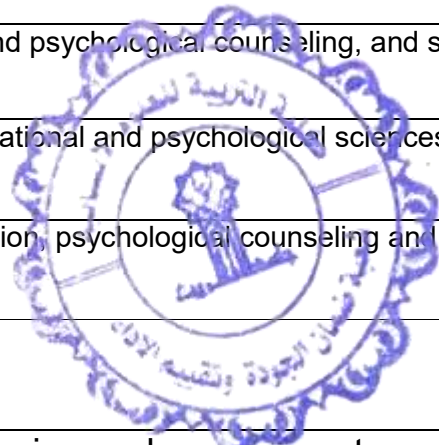
For the Humanities

| | |
|--|---|
| Ministry of Higher Education and Scientific Research / Tikrit University | 1. Educational institution |
| College of Education for Human Sciences / Psychological Department of Educational and Sciences | 2. Scientific Department / Center |
| Study of educational and psychological sciences | 3. Name of academic or professional program |
| Bachelor of Educational and Psychological Sciences | 4. Final Certificate Name |
| annual | 5. :Academic system Annual/Courses/Other |
| Blended learning | 6. Certification Accredited Program |
| Observation, application, and applied research | 7. Other external influences |
| ٢٠٢٦-٢٠٢٥ | 8. Description preparation date |
| 9. :Academic program objectives | |
| 1- Providing the Ministry of Education with specialized staff to work as educational guides. | |
| 2- .the principles of educational and psychological sciences Enabling students to master | |

3- Some of the basic Enhancing the concepts of education and psychological counseling, and s
.terms and concepts associated with it

4- Understanding the theoretical foundations on which educational and psychological sciences
.are based

5- Providing the graduate with skills and methods in education, psychological counseling and
.educational administration



10. Required program outcomes, teaching, learning and assessment methods

Cognitive objectives

First: The cognitive dimension, which includes the following objectives:

- 1- Preparing students scientifically, professionally and culturally, enabling them to know educational and psychological facts, concepts and theories, and to comprehend the basic principles that qualify them and educational for teaching, scientific research, and psychological guidance in the institutions of the Ministry of Education and other social, psychological and educational institutions.
- 2- Enabling students to apply scientific methods in addressing life and developing the ability to professional problems and situations, and de analyze these methods and judge them according to specific criteria.
- 3- Enabling graduates to continue their postgraduate studies, comprehend scientific developments and advancements in the field of sciences, and master scientific research educational and psychological s methods.
- 4- Deepening scientific cooperation in educational and social institutions, holding seminars and study groups, and implementing courses, to workshops and programs in the field of continuing education related educational and psychological sciences.

Program skill objectives -B

- 1- Enabling students to acquire basic skills related to the profession of teaching, scientific research, educational and psychological guidance, and working on developing and enhancing them to perform their work efficiency while practicing successfully and face life situations with high the profession.

- 2- Developing and guiding students and members of society towards education skills, expanding their horizons and developing education-acquiring self their competencies so that they become able to access sources of knowledge and culture on their own and benefit from them.

Teaching and learning methods

There are many teaching and learning methods used in the Department of Educational and Psychological Sciences. The most important of these are theoretical and practical lectures, discussion and dialogue, methods are (theoretical field visits, discussion groups on specific topics, students' theoretical and practical research, office activities).

Evaluation methods

- 1- Attendance and participation
- 2- Periodic tests

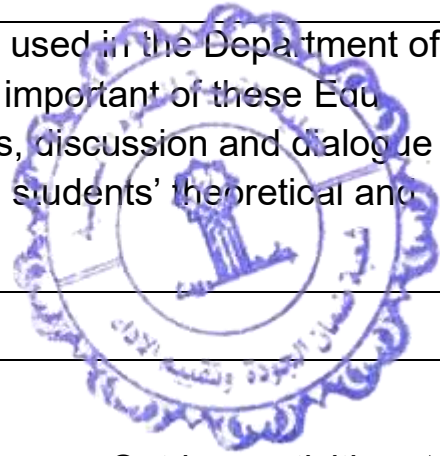
Outdoor activities - ٢

.Emotional and value goals -C

- 1- Helping students acquire beneficial attitudes and values in line with our Arab values and the principles of the true Islamic religion and other heavenly religions, leading them to the highest levels of intellectual and psychological progress and maturity.
- 2 Developing students' attitudes, inclinations and desires and enhancing their capabilities towards the profession of teaching, scientific research, educational and psychological guidance in facing current challenges, any problems civilizational change and contempor.
- 3 Developing and enhancing ethical attitudes and values especially in the profession of teaching, scientific research and psychological guidance and preventing the misuse of their responsibilities in the educational and psychological field.

Teaching and learning methods

There are many teaching and learning methods used in the Department of Educational and Psychological Sciences. The most important of these Educational methods are: (theoretical and practical lectures, discussion and dialogue, field visits, discussion groups on specific topics, students' theoretical and practical research, office activities)



Evaluation methods

- 4- Attendance and participation
- 5- Periodic tests

Outdoor activities -6

skills related to employability General and transferable skills (other -D
 .(and personal development

.Scientific dialogue and discussion skills -1D

Modern technology skills in communications, documentation and -2D
 .communication with scientific institutions and centers

.lly in scientific research Teamwork skills, especia -3D

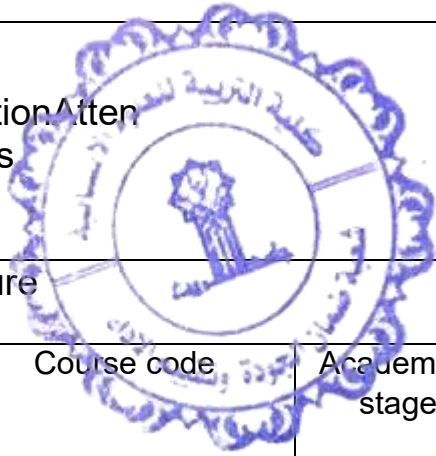
Skills in solving educational problems using educational and -4D
 .psychological programs and methods

Teaching and learning methods

in the used There are many teaching and learning methods
 Department of Educational and Psychological Sciences. The most
 important of these methods are: (theoretical and practical lectures,
 field visits, discussion groups on specific ' and dialogue discussion
 .(earch, office activitiestopics, students' theoretical and practical res

Evaluation methods

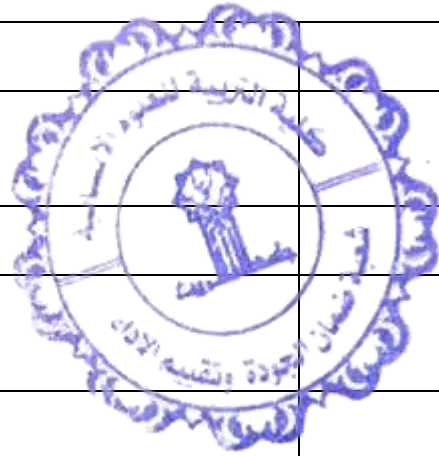
- 1- .dance and participation \Atten
 2- .Periodic tests
 outdoor activities -٣

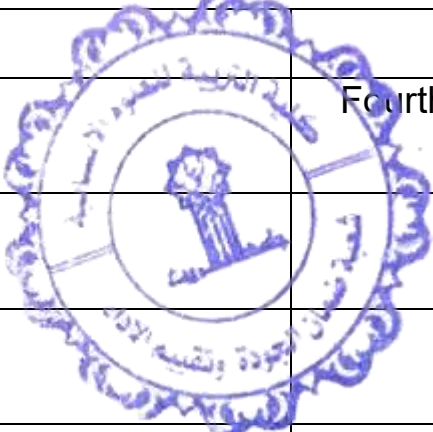


11. Program structure

| Credit hours | | Course name | Course code | Academic stage |
|--------------|-------------|---------------------------------|-------------|----------------|
| practical | theoretical | | | |
| | ٤ | individual differences | | First |
| | ٤ | English texts | | |
| | ٦ | General Psychology | | |
| | ٦ | Foundations of education | | |
| | ٤ | sociology | | |
| | ٤ | Democracy and Rights | | |
| ٢ | ٢ | Calculators | | |
| | ٤ | Environmental education | | |
| | ٤ | Arabic language | | |
| ٢ | ٢ | Calculators | | Second |
| | ٤ | Educational Psychology | | |
| | ٤ | Continuing Education | | |
| | ٤ | social psychology | | |
| | ٤ | Mang and | | |

| | | | | |
|---|---|-------------------------------------|--|-------|
| | | textbook | | |
| | ٤ | Educational planning | | |
| | ٤ | English texts | | |
| ٢ | ٢ | Descriptive statistics | | |
| | ٤ | developmental psychology | | |
| | ٤ | Arabic | | |
| | ٤ | Crimes of the Research Party | | |
| | ٤ | Personality Psychology | | Third |
| | ٤ | Comparative education | | |
| | ٤ | physiological psychology | | |
| | ٤ | Educational guidance | | |
| | ٤ | Educational techniques | | |
| | ٤ | Teaching methods | | |
| ٢ | ٢ | inferential statistics | | |
| ٢ | ٢ | Follicular psychology | | |
| | ٤ | cognitive psychology | | |
| | ٤ | Scientific research | | |

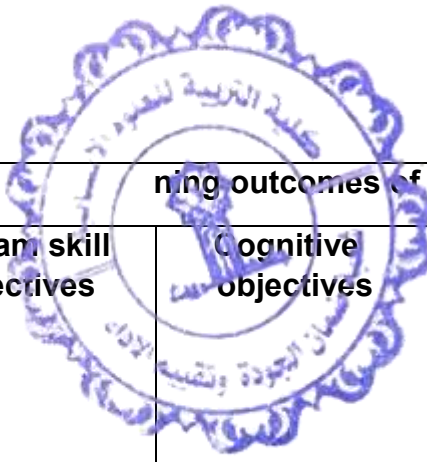


| | | | | |
|---|---|---|--|--------|
| | | methodology |  | |
| | ξ | Philosophy of Education | | Fourth |
| | ξ | behavior modification | | |
| | ξ | Economics of Education | | |
| ξ | | Research project | | |
| | ξ | Mental health | | |
| | ξ | Special education | | |
| | ξ | Educational administration and supervision | | |
| ϒ | ϒ | Teaching applications | | |
| ϒ | ϒ | Measurement and Evaluation | | |
| | ξ | Teaching thinking | | |

| |
|---|
| 12. Planning for personal development |
| <p>Scientific communication through seminars, conferences, and - joint work with qualified cadres in similar specializations</p> <p>departments, to develop Reviewing international studies in similar - . the ability to research and solve scientific problems</p> <p>Engage in acquiring modern scientific experiences and skills in - .the field of modern technical communication</p> |

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| |
| <p>13. college or Admission Criteria (setting regulations for admission to a (institute</p> |
| <p>Admission to the college follows the central distribution system - adopted by the Ministry of Higher Education and Scientific Research, according to the admission form for Iraqi universities student's desire and the total and institutes, and by balancing the student's score .he obtained</p> |
| <p>14. The most important sources of information about the program</p> |
| <p>Link to the program on the Internet, and its applications in similar - .universities</p> <p>Training courses held by the University Quality and Performance - Departments on the program in various institutes and colleges in .Iraq</p> |





| Learning outcomes of the program | | | | | | | | | | | | | | | | Required learning | | |
|--|-----|-----|-----|---------------------------------|--------|--------|--------|--------------------------|-----|-----|-----|----------------------|-----|-----|-----|------------------------|-------------|------|
| General and transferable skills (other skills related to employability and personal development) | | | | Emotional and based-value goals | | | | Program skill objectives | | | | Cognitive objectives | | | | essential Or my choice | Course name | year |
| D 4 | D 3 | D 2 | D 1 | A 4 | Part 3 | Part 2 | Part 1 | B 4 | B 3 | B 2 | B 1 | A 4 | A 3 | A 2 | A 1 | | | |
| | √ | √ | √ | | √ | √ | √ | | √ | √ | √ | | √ | √ | √ | essential | | |
| | | | | | | | | | | | | | | | | | | |
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Academic Program Description

First stage

Individual Differences



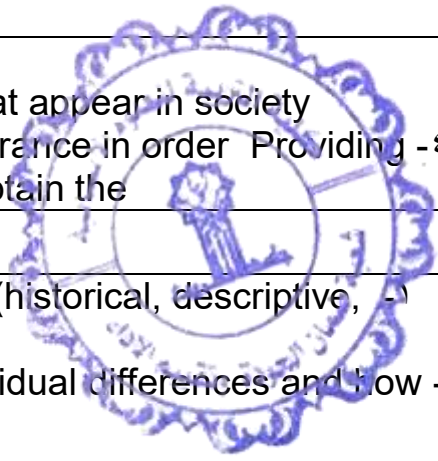
This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning . description opportunities. It must be linked to the program

| | |
|---|---------------------------------------|
| Tikrit University | 1. Educational institution |
| Educational and Psychological Sciences | 2. Scientific Department / Center |
| Individual differences | 3. Course Name/Code |
| PhD in Educational and Psychological Sciences | 4. Available attendance forms |
| annual | 5. semester/year |
| | 6. Number of study hours (total) |
| ٢٠٢٥-٢٠٢٤ | 7. Date this description was prepared |
| 8. Course objectives | |
| Preparing competent graduates who have the ability to optimally deal with educational and individual differences (physical, emotional and mental) in .teaching institutions | |

10. Course outcomes, teaching, learning and assessment methods

| |
|---|
| <p>1- Cognitive objectives: The student will learn about</p> <ul style="list-style-type: none"> .General concepts of individual differences - ١A sciences, humanities Discovering the differences between social - ٢A .and applied sciences Historical, descriptive, experimental and comparative research - ٣A .methods .Discovering individual differences in personality - ٤A .Tools used to measure individual differences - ٥A .individual differences The importance of studying - ٦A |
| <p>.Course specific skill objectives -B</p> <ul style="list-style-type: none"> The student learns the methods of preparing and constructing tools - ١ .used to measure individual differences The student should understand the meaning of individual differences - ٢ .their sources, and how to study and evaluate them 'in research Providing the student with the necessary information and knowledge - ٣ .on how to use scientific references The student learns how to deal with individual differences and how to - ٤ .confront them ng the student to prepare experimental designs, how to control Enabli - ٥ .them, and interpret their results |
| <p>Teaching and learning methods</p> |
| <ul style="list-style-type: none"> .The method of delivery - ١ .The method of dialogue and discussion - ٢ experiences and how to deal Watching different models of educational - ٣ .with models of individual differences Review different models of data collection tools (questionnaire, - ٤ .(interview, observation, tests |
| <p>Evaluation methods</p> |
| <ul style="list-style-type: none"> .Conducting immediate, monthly and semester exams - ١ .students to prepare tools to measure individual differences Assigning - ٢ Applying information collection tools to college students and primary - ٣ .and secondary school students |
| <p>based goals-Emotional and value -C</p> <ul style="list-style-type: none"> to deal with respondents Training students to acquire basic skills in how - ١A .and establish relationships Friendly with them in order to obtain sufficient information to conduct .research Providing the student with skills that make him more capable of - ٢A .choosing topics of individual differences finding -oping students' abilities to master research skills, factDevel - ٣A |

| |
|--|
| <p>.methods, and knowing the true causes .Behind the various social phenomena that appear in society students with the skills of patience and endurance in order Providing -٤A .data necessary to complete research to obtain the</p> |
| Teaching and learning methods |
| <p>Designing plans for different types of research (historical, descriptive, -١) (.experimental, comparative, etc Designing research tools in the field of individual differences and how -٢ .to deal with them</p> |
| Evaluation methods |



| |
|--|
| <p>Evaluating research prepared by students by awarding them marks - ٢١ .for their implementation Correcting research papers prepared by students and awarding them - .grades</p> |
| <p>skills related to employability General and transferable skills (other -D .(and personal development .Skill of measuring individual differences -١D .Skill in designing and applying data collection tools for students -٢D .The skill of identifying and detecting individual differences -٣D .Question preparation skill -٤D</p> |

| 11. Course structure | | | | | |
|---|--|---|---|--|------|
| Evaluation method | Teaching method | Unit name/topic | Required learning outcomes | watches | week |
| Unit name/topic | Required learning outcomes | Teaching method | Unit name/topic | Required learning outcomes | 1-2 |
| individual differences | Learn about the importance of the curriculum and its types | The delivery- Dialogue and - discussion Participation - through direct implementation by students | individual differences | Learn about the importance of the curriculum and its types | 3-4 |
| General concepts of the scientific method | Learn about: Basic concepts in differences - Assumptions on which the scientific method is based - Individual differences goals The - multiple sources of differences in educational and psychological | The delivery- Dialogue and - discussion Participation - through direct implementation by students | General concepts of the scientific method | Learn about: Basic concepts in differences - Assumptions on which the scientific method is based - Individual differences goals The - multiple sources of differences in educational and psychological | 5-7 |

| | | | | | |
|---|---|---|---|---|------|
| | sciences | | | sciences | |
| Theories of mental organization | Learn :about Some - concepts related to the subject of study the Some - considerations in the study of differences Why do we study individual differences Benefits of studying individual differences | The delivery-ue and Dialog- discussion Participation - through direct implementation by students | Theories of mental organization | Learn :about Some - concepts related to the subject of the study Some - considerations in the study of differences Why do we study individual differences Benefits of studying individual differences | 3-11 |
| Types of tests for measuring individual differences | Learn how to design and apply the following :tools - Question .naire The - .interview .Note - Tests - and | The delivery- Dialogue and - discussion Participation - through direct implementation by students | Types of tests for measuring individual differences | Learn how to design and apply the following :tools - Question .naire The - .interview .Note - Tests - and | |

| | | | | | |
|--|---|---|--|--|--|
| | measure s | | | measure s | |
| Individual differenc es in mental organizati on | Learn :about The nature of intelligen ce and its measure .ment I have intelligen .ce - Procedur es and applicatio n considera nstio - Intelligen ce measure .ment | The delivery- Dialogue and - discussion Participation - through direct implementation by students | Individual differences in mental organization | Learn :about The nature of intelligen ce and its measure .ment I have intelligen .ce Procedur es and applicatio n considera tions - Intelligen ce measure .ment | |
| Unit name/top ic | Required learning outcomes | Teaching method | Unit name/topic | Required learning outcomes | |



Academic Program Description

First stage

Sociology

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning . description opportunities. It must be linked to the program

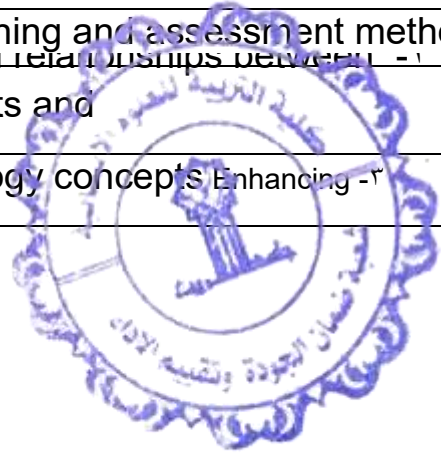
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| Ministry of Higher Education and Scientific Research / Tikrit University | 15. Educational institution |
| College of Education for Human Sciences / Department of Educational and Psychological Sciences | 16. Scientific Department / Center |
| sociology | 17. academic or Name of professional program |
| Bachelor of Educational and Psychological Sciences | 18. Final Certificate Name |
| annual | 19. :Academic system Annual/Courses/Other |
| Quarterly | 20. Accredited Certification Program |
| | 21. Other external influences |
| ٢٠٢٥-٢٠٢٤ | 22. preparation Description date |
| Academic program objectives | |
| Providing the Ministry of Education with specialized staff to teach -١ .social psychology in secondary schools | |

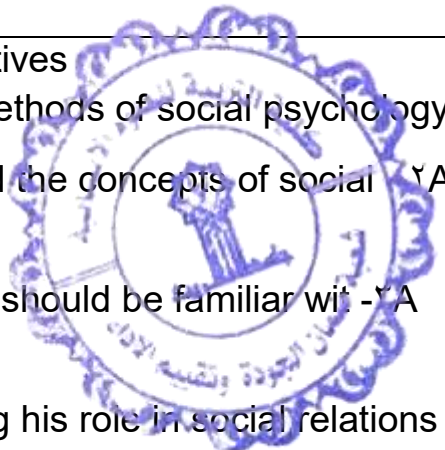
23. Required program outcomes, teaching, learning and assessment methods

1- Enabling students to master building social relationships between

.teaching staff students and

.students' awareness of social psychology concepts Enhancing -2





1- Cognitive objectives

1A - The student should be able to master the methods of social psychology

2A - The student should be able to understand the concepts of social psychology

3A - The student should be familiar with all the methods of social psychology

4A - The student should be familiar with applying his role in social relations

5A - The student should be familiar with modern teaching methods

6A - To teach the student modern skills and techniques in the study of social psychology

Program skill objectives -B

1B - The student should be able to master the subject social psychology of the scientific

2B - The student should be able to choose the appropriate teaching method for each scientific subject, so that he can present it in an interesting way

3B - The student should be able to solve problems related to the student's scientific material understanding of the

Teaching and learning methods

-The standard (inductive) method-

Discussion method-

. The inductive method-

.Problem solving method-

Evaluation methods

-follow Formative assessment (daily exams , class discussion, homework and-
(up, class assessment

Diagnostic assessment (midterm and final exams to issue decisions of success -
(and failure

.Emotional and value goals -C

Educating the student on the use of social psychology methods -١A

psychology ng the principles of socialLearni ٢A

Developing the ability to apply his role in social relations -٢A

Working to promote the teaching of social psychology and raise students' -٤A
.awareness of its importance

Teaching and learning methods

based -methods, because they are value do not rely on traditional teaching objectives that cannot be taught like cognitive objectives. Therefore, the following :are relied upon

.The student should be a good role model for those around him -١

.Forming a general category of good values-٢

.viding psychological motivation to achieve emotional goalsPro -٣

Evaluation methods

Affective goals are not assessed through traditional tests. Rather, they rely on observing the student's behavior, interviewing and discussing them, and relationship with the educational environment, thus providing a monitoring their .based goals-cumulative record of their representation of affective and value

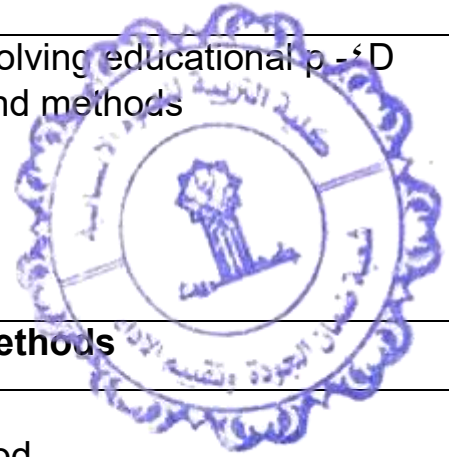
General and transferable skills (other skills related to employability and -D
(personal development

.Scientific dialogue and discussion skills -١D

Modern technology skills in communications, documentation and -٢D
.communication with scientific institutions and centers

.Teamwork skills, especially in scientific research -٣D

problems using educational and Skills in solving educational p - 'D
.psychological programs and methods



Teaching and learning methods

.Inductive (deductive) method -

.Problem solving method -

He held training courses and seminars to equip students with the ability to -
community, engage in fruitful dialogue, and solve communicate with the -
.educational problems using scientific methods

Classroom interaction and exchange of opinions between the student and -
.the teacher to raise learning difficulties and discuss their solutions

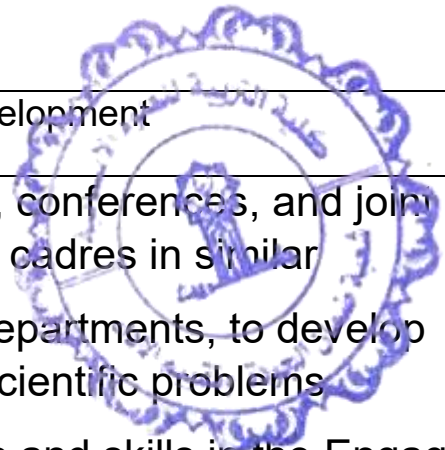
methods Evaluation

.Oral and written tests, individual and group, theoretical and practical -

Direct observation of the student's performance in the areas of dialogue, -
intellectual and scientific communication, and teamwork within the
.university environment classroom and the college and

Assigning students to prepare scientific research to test their ability to
.think, draw conclusions, and solve problems

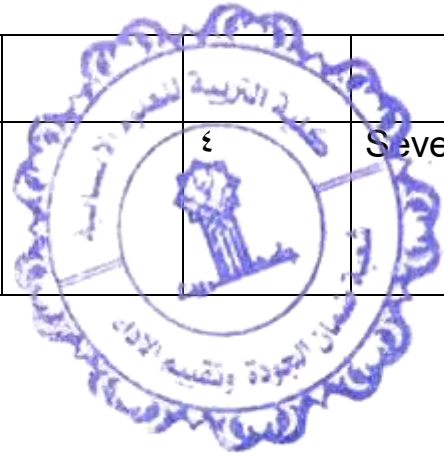
24. Program structure



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| <p>25. Planning for personal development</p> |
| <p>Scientific communication through seminars, conferences, and joint specializations work with qualified cadres in similar departments -</p> <p>Reviewing international studies in similar departments, to develop the ability to research and solve scientific problems -</p> <p>Engage in acquiring modern scientific experiences and skills in the field of modern technical communication -</p> |
| <p>26. Admission Criteria (setting regulations for admission to a college or institute)</p> |
| <p>Admission to the college follows the central distribution system adopted by the Ministry of Higher Education and Scientific Research, according to the admission form for Iraqi universities and institutes, and by balancing the student's desire and the total he obtained.</p> <p>Psychological Admission to the Department of Educational and Sciences is subject to a competitive examination, with a balance between the student's desire for the sixth grade in secondary school.</p> |
| <p>27. The most important sources of information about the program</p> |
| <p>ts applications in similar Link to the program on the Internet, and i - universities</p> <p>Training courses held by the University Quality and Performance Departments on the program in various institutes and colleges in Iraq</p> |

| 12. Course structure | | | | | |
|---------------------------|-----------------|---|----------------------------|-------|------------|
| Evaluation method | Teaching method | Unit name/topic | Required learning outcomes | Weeks | Week |
| Attendance and discussion | a lecture | Chapter One The emergence and development of educational sociology From educational sociology to sociology of education | | ξ | the first |
| Attendance and discussion | a lecture | The concept of sociology of and its education .importance The objectives of studying educational sociology and its .functions | | ξ | the second |
| Attendance and discussion | a lecture | Chapter Two The concept of society and its types Social systems, their characteristics and .forms Social phenomena and processes and .examples thereof | | ξ | the third |
| Attendance and discussion | a lecture | Man and his human .nature | | ξ | Fourth |
| Attendance and discussion | a lecture | Education and Society | | ξ | Fifth |
| Attendance and discussion | a lecture | The concept of its upbringing and objectives Foundations of social | | ξ | Sixth |

| | | | | |
|---------------------------|-----------|--|---|---------|
| | | education and its dimensions | | |
| Attendance and discussion | a lecture | Characteristics and .forms of socialization Stages of the socialization process | ٤ | Seventh |



| | | |
|------------------------------|----------------|---------------------------------|
| 10. | infrastructure | |
| Educational Sociology | | Required textbooks -١ |
| Basma Jassim Khanjar | | Main references -٢ (sources) |



Academic Program Description

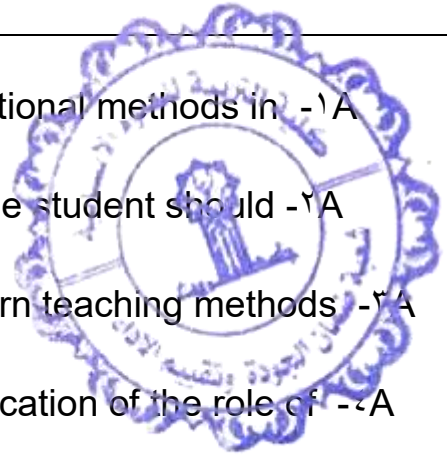
First stage

General Psychology

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning . description opportunities. It must be linked to the program

| | |
|--|-----------------------------------|
| Ministry of Higher Education and Scientific Research / Tikrit University | 1. Educational Institution |
| College of Education for Human Sciences / Department of Educational and Psychological Sciences | 2. Scientific Department / Center |
| General PsychologyBru54e7 Lxu7ysn | 3. Name/Code Course |
| person/Hall System-In | 4. Available attendance forms |
| annual | 5. semester/year |
| hours ٦٠ | 6. Number of study hours (total) |
| 2025 - 2026 | 7. Description preparation date |
| <p>8. Academic program objectives</p> <ul style="list-style-type: none"> -١ about general psychology, its concept and objectives The student learns -٢ The student learns the concept of learning, its applications and theories -٣ .He teaches learning theories and their educational applications -٤ ing, its concept, The student should understand the methods of think and creative thinking -٥ Feedback, its types and the extent of its benefit in the learning process -٦ Providing students with the knowledge and science to meet the demands of life and its development, and benefiting from learning experiences and transferring them to the environment, i.e. transferring the exper impact of learning within the educational institution and generalizing it to environmental situations | |

9. Course outcomes, teaching, learning and assessment methods



1- objectives Cognitive

- The student should be able to control educational methods in - 1A
.general
- be able to understand and know general The student should - 2A
.psychology
- The student should be familiar with all modern teaching methods - 3A
.and general psychology
- The student should be familiar with the application of the role of - 4A
.modern models in teaching
- The student should be familiar with the methods and programs of - 5A
.general psychology
- To teach the student modern skills and techniques in general - 6A
.ypsycholog

Program skill objectives -B

- The student should be able to master the methods of general - 1B
.psychology
- The student should be able to choose the appropriate teaching - 2B
method for each scientific subject, so that he can present it in an
.way interesting
- The student should be able to solve problems related to the - 3B
.student's understanding of the scientific material

Teaching and learning methods

- .The standard (inductive) method -
- Method of discussion and dialogue -
- .method (The inductive (deductive -
- .Problem solving method -

Evaluation methods

- Formative assessment (daily exams, class discussion, homework and -
.(up, class assessment-follow
- Diagnostic assessment (midterm and final exams to issue decisions of -
(success and failure

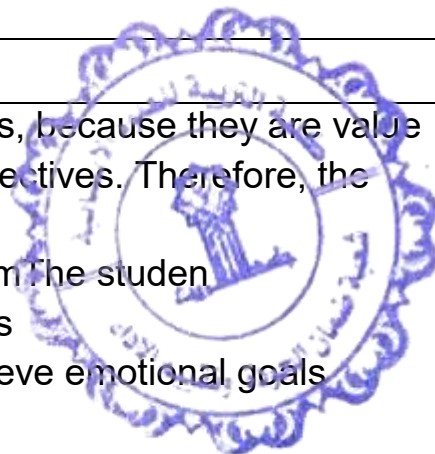
.and value goals Emotional -C

- .Educating the student to use modern teaching methods - 1A
- .Learning about the principles of general research- 2A
- .Developing the ability to apply the principles of general psychology - 3A
- psychology and raise Working to promote the teaching of general - 4A
- .students' awareness of its importance

Teaching and learning methods

based -do not rely on traditional teaching methods, because they are value objectives that cannot be taught like cognitive objectives. Therefore, the :relied upon following are

- 1- .t sets a good example for those around him The studen
- 2- .Forming a general category of good values
- 3- .Providing psychological motivation to achieve emotional goals



Evaluation methods

tests. Rather, they rely Affective goals are not assessed through traditional on observing the student's behavior, interviewing and discussing with him, and monitoring his relationships within the educational environment, which .based goals-provides a cumulative record of affective and value

and transferable skills (other skills related to employability General -D .(and personal development

.Scientific dialogue and discussion skills -١D

Modern technology skills in communications, documentation and -٢D .rscommunication with scientific institutions and cente

.Teamwork skills, especially in scientific research -٣D

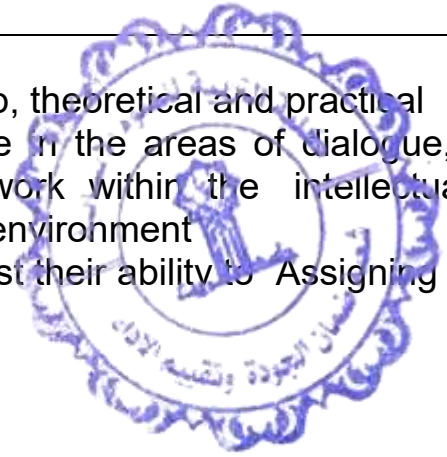
Skills in solving educational problems using educational and -٤D .psychological programs and methods

Teaching and learning methods

- .Inductive (deductive) method
- .Problem solving method
- Preparing training courses and seminars to equip students with the ability to communicate with society, engage in fruitful dialogue, and .solve educational problems using scientific methods
- Classroom interaction and exchange of opinions between the student .and the teacher to raise learning difficulties and discuss their solutions

Evaluation methods

- Oral and written tests, individual and group, theoretical and practical
- Direct observation of student performance in the areas of dialogue, and scientific communication, and teamwork within the intellectual classroom and the college and university environment
- Assigning students to prepare scientific research to test their ability to think, infer, and solve problems



10. development Planning for personal

- 1- Work effectively and actively within the group
- 2- Time management and prioritization in an organized manner
- 3- The ability to motivate and persuade others
- 4- Independence in managing work

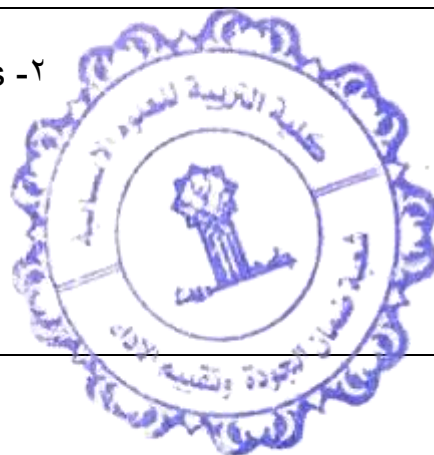
11. college or Admission Criteria (setting regulations for admission to a institute)

Admission to the college follows the central distribution system - adopted by the Ministry of Higher Education and Scientific Research, according to the admission form for Iraqi universities nt's desire and the total and institutes, and by balancing the stude .he obtained

Admission to the Department of Educational and Psychological Sciences is subject to a competitive examination, with a balance between the student's desire for the sixth grade in secondary .oreschool and his competitive sc

12. The most important sources of information about the program

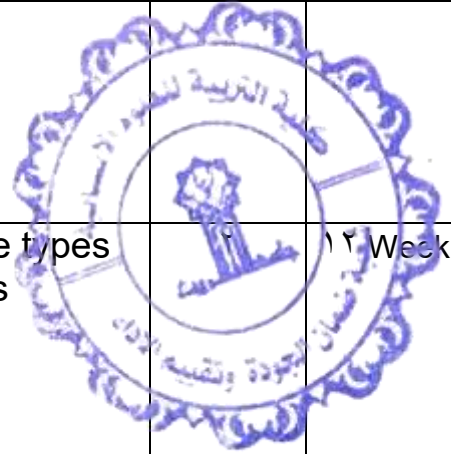
The college and university website - ١
Books of the relevant department and its sources - ٢
The University's Central Library - ٣



| 11. Course structure | | | | | |
|--|---|--|---|---------|--------|
| Evaluation method | Teaching method | Unit name/topic | Required learning outcomes | watches | week |
| Daily questions, discussions and exams | Brief review and then explanation of the topic with student participation | Introduction to General Psychology | knowledge General Psychology | | 1 Week |
| Daily questions, discussions and exams | Brief review and then explanation of the topic with student participation | historical development | Knowledge of historical development | ٢ | ٢Week |
| Daily questions, discussions and exams | Brief review and then explanation of the topic with student participation | General Psychology Islamic in Heritage | Knowledge of general psychology in Islamic heritage | ٢ | ٣Week |
| Daily questions, discussions and exams | Brief review and then explanation of the topic with student participation | Its nature and importance | Knowing its nature and importance | ٢ | ٤Week |
| Daily questions, discussions and exams | Brief review and then explanation of the topic with student participation | Its goals and schools | Learn its goals and schools | ٢ | ٥Week |

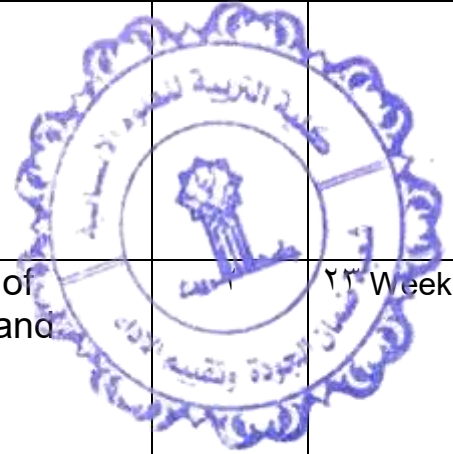
| | | | | | |
|--|---|----------------------------------|---|---|--------|
| | n | | | | |
| Daily questions, discussions and exams | Brief review and then explanation of the topic with student participation | Behavior and influencing factors | behavior Learning and influencing factors | ٢ | ٨Week |
| Daily questions, discussions and exams | Brief review and then explanation of the topic with student participation | Research methods in psychology | Learn research methods in psychology | ٢ | ٩Week |
| Daily questions, discussions and exams | Brief review and then explanation of the topic with student participation | Motives | Learn motivation | ٢ | ١٠Week |
| Daily questions, discussions and exams | Brief review and then explanation of the topic with student participation | Its classifications | Learn the classifications of motivations | ٢ | ١١Week |
| Daily questions, discussions and exams | Brief review and then explanation of the topic with student participation | Motivation theories | Knowledge of motivation theories | ٢ | ١٠Week |
| Daily questions, discussions and exams | Brief review and then | Emotions | Knowing emotions | ٢ | ١١Week |

| | | | | | |
|--|---|-------------------------------------|---|---|---------|
| | explanation of the topic with student participation | | | | |
| Daily questions, discussions and exams | Brief review and then explanation of the topic with student participation | Types of emotions | Knowing the types of emotions | ٢ | ١٢ Week |
| Daily questions, discussions and exams | Brief review and then explanation of the topic with student participation | Psychological trends | Knowing psychological trends | ٢ | ١٣ Week |
| Daily questions, discussions and exams | Brief review and then explanation of the topic with student participation | Trend elements | Knowing the elements of trends | ٢ | ١٤ Week |
| Daily questions, discussions and exams | Brief review and then explanation of the topic with student participation | Trends and their impact on behavior | Learn trends and their impact on behavior | ٢ | ١٥ Week |
| Daily questions, discussions and exams | Brief review and then explanation of the topic with student participation | Attention | Attention knowledge | ٢ | ١٦ Week |



| | | | | | |
|--|---|------------------------------|---|---|---------|
| | participation | | | | |
| Daily questions, discussions and exams | Brief review and then explanation of the topic with student participation | Types of attention | Knowing the types of attention | ٢ | ١٧Week |
| Daily questions, discussions and exams | Brief review and then explanation of the topic with student participation | Factors affecting it | Knowing the factors affecting it | ١ | ١٨Week |
| Daily questions, discussions and exams | Brief review and then explanation of the topic with student participation | Sense and perception | Knowledge of sensation and perception | ٢ | ١٩ Week |
| Daily questions, discussions and exams | Brief review and then explanation of the topic with student participation | Sensory perception processes | Knowledge of sensory perception processes | ٢ | ٢٠Week |
| Daily questions, discussions and exams | Brief review and then explanation of the topic with student participation | Remembering and forgetting | Knowledge of remembering and forgetting | ٢ | ٢١Week |
| Daily questions, discussions | Brief review and | thinking | Knowledge of thinking | ٢ | ٢٢Week |

| | | | | | |
|--|---|-----------------------------------|--|---|---------|
| and exams | then explanation of the topic with student participation | | | | |
| Daily questions, discussions and exams | Brief review and then explanation of the topic with student participation | Reasoning and creativity | Knowledge of reasoning and creativity | ٢ | ٢٣ Week |
| Daily questions, discussions and exams | review and then explanation of the topic with student participation | Learning and its types | Learning and its types | ٢ | ٢٤ Week |
| Daily questions, discussions and exams | Brief review and then explanation of the topic with student participation | learning theories | Knowledge of learning theories | ٢ | ٢٥ Week |
| Daily questions, discussions and exams | Brief review and then explanation of the topic with student participation | Intelligence and mental abilities | of Knowledge intelligence and mental abilities | ٢ | ٢٦ Week |
| Daily questions, discussions and exams | Brief review and then explanation of the topic with student participation | character | Personality knowledge | ٢ | ٢٧ Week |



| | | | | | |
|--|---|-------------------------|-----------------------------------|---|--------|
| | participation | | | | |
| Daily questions, discussions and exams | Brief review and then explanation of the topic with student participation | Personality theories | Knowledge of personality theories | ٢ | ٢٠Week |
| Daily questions, discussions and exams | Brief review and then explanation of the topic with student participation | Mental health | Mental health knowledge | ١ | ٢٩Week |
| Daily questions, discussions and exams | Brief review and then explanation of the topic with student participation | psychologic conflict al | Knowing psychological conflict | ٢ | ٣٠Week |

| | |
|---|--|
| 10. infrastructure | |
| Introduction to General and Educational -١ Psychology, Abdul Amir Abboud Shamsi (٢٠١٣) | Required textbooks -١ |
| Introduction to General Psychology, -٢ Linda Davidoff : Translated by Sayed Tawab and others-EI Introduction to General Psychology, -٣ .Ahmed Ezzat | (Main references (sources -٢ |
| 1- Psychology General Muawiya Mahmoud Abu Ghazaleh | Recommended books and -A references (scientific journals, (.reports, etc |

Electronic references -B
...websites

10. Curriculum Development Plan

Scientific communication through seminars, conferences, and joint work with qualified personnel in similar specializations international studies in similar departments, to develop the ability to research and solve scientific problems

Engage in acquiring modern scientific experiences and skills in the field of modern technical communication



First stage

Course Description Form

Course/Computer Description

يوفر وصف المقرر هذا ايجازاً مقتضياً لاهم خصائص المقرر ومخرجات التعلم المتوقعة من الطالب تحقيقها مبرهنًا عما اذا كان قد حقق الاستفادة القصوى من فرص التعلم المتاحة، ولا بد من الربط بينها وبين وصف البرنامج

| | |
|---|---|
| College of Education for the Humanities | - Educational institution |
| Department of Educational and Psychological Sciences | Scientific Department / Center |
| Computer h5or3yh | 3- Course Name/Code |
| specified time and full time for the Attendance at the lecture .The study will be electronic | 4- Available forms of attendance |
| Chapter One + Chapter Two | 5- semester/year |
| hours ٣٠ | 6- Number of study (hours (total |
| ٢٠٢٥-٢٠٢٤ | - Date of preparation of this description |
| 8- Course objectives | |
| computers and their hardware and software components Introducing students to | |
| Teaching students to use theWindows 7 operating system | |

Teaching students to use the wordprogram

Introducing students to the Internet, how to benefit from it, and the possibilities it
.ucation and knowledgeprovides for ed



Course outcomes, teaching, learning and assessment methods -٩

1- Cognitive objectives

- Knowing the parts of the computer -١A
- Programming knowledge-٢A
- Knowledge of operating systems -٣A
- Knowledge of application programs -٤A
- Internet knowledge -٥A

The course's skill objectives -B

- Operating the computer - ١B
- Printing texts - ٢B
- Using the Internet - ٣B
- Knowledge of application programs --٤B

Teaching and learning methods

The Internet -١

Practical application -٢

methods Evaluation

Practical exams

Written exams -

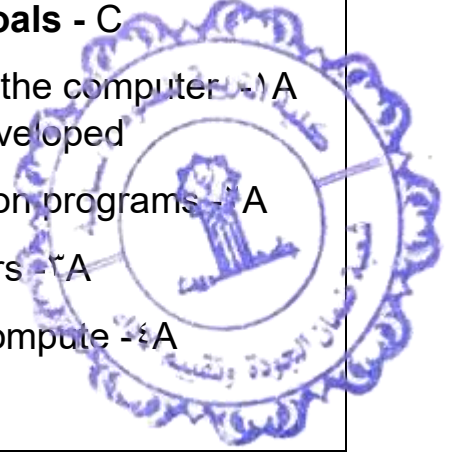
Emotional and value goals - C

Identify the physical components of the computer -1A
.that can be added or developed

Getting to know modern application programs -2A

Learn about new drivers -3A

r applications Learn about compute -4A



د- المهارات العامة والتأهيلية المنقولة (المهارات الاخرى المتعلقة بقبالية التوظيف والتطور الشخصي)

د١- استخدام الحاسوب في اجراء البحوث العلمية

د٢- استخدامه للواجبات الحاسوب الخاصة بالتمويل

د٣- استخدام في التواصل مع المؤسسات التعليمية

د٤- استخدام الحاسوب في التواصل مع سوق العمل

| Course structure for lectures - ١ - | | | | | |
|-------------------------------------|-------------------------|---|----------------------------|---------|------|
| Evaluation method | Teaching method | topic/Unit name | Required learning outcomes | watches | week |
| | | | | | |
| Chapter One | | | | | |
| practical exam | Practical + theoretical | Chapter One: Computer Basics Computer Fundamentals | | 2 | 1 |
| practical exam | Practical + theoretical | Computer concept, computer life cycle stages | | 2 | 2 |
| practical exam | Practical + theoretical | Evolution of computer generations | | 2 | 3 |
| practical exam | Practical + theoretical | Advantages of computers and their uses | | 2 | 4 |
| practical exam | Practical + theoretical | Classification of computers according to purpose, size, and data type | | 2 | 5 |
| practical exam | Practical + theoretical | Chapter Two: Computer Components Computer Components | | 2 | 6 |
| practical exam | Practical + theoretical | components Computer | | 2 | 7 |
| practical exam | Practical + theoretical | parts of the computer Hardware | | 2 | 8 |
| practical exam | Practical + | Software entities | | 2 | 9 |

| | | | | | |
|----------------|-------------------------|--|--|---|----|
| | theoretical | | | | |
| practical exam | Practical + theoretical | Your Personal Computer: Computer Software y Concept and Security Licensing | | 2 | 10 |
| practical exam | Practical + theoretical | Chapter Three: Computer Security and Software Licensing Computer Safety & Software Licenses | | 2 | 11 |
| practical exam | Practical + theoretical | Ethics of the electronic world, forms of computer security, computer violations privacy | | 2 | 12 |
| practical exam | Practical + theoretical | Computer software licenses and their types, intellectual property, hacking, malware, the most important steps necessary to protect against hacking computers to operations, the harms of .health | | 2 | 13 |
| practical exam | Practical + theoretical | Operating Systems : Four Chapter. Operating Systems | | 2 | 14 |
| practical exam | Practical + theoretical | Definition of operating system, functions, objectives, classification | | 2 | 15 |

| | |
|---|---|
| Computer Basics and Office Applications (Chapter One) Fahl-M. Khader Jassim Hamad Al | 1- Required textbooks |
| Computer Basics and Office Applications Prof. Ghassan Hamid and Prof. Ziad / Mohammed Abboud | Main references - ٢ (sources) |
| .Internet. Iraqi academic journals website | Recommended books and references (scientific (.journals, reports , etc |

Course Description Form

First stage

Course Description: Democracy and Human Rights

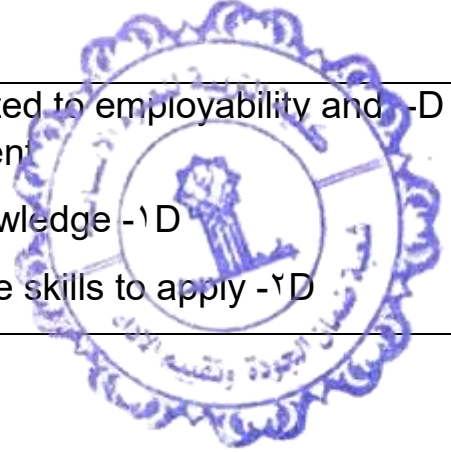
the main features of This course description provides a concise summary of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available .learning opportunities. It must be linked to the program description

| | |
|---|--|
| University Tikrit | 9. Educational institution |
| Faculty of Education / Department of Educational and Psychological Sciences | 10. Scientific Department / Center |
| / Human Rightswoe3qpd | 11. Course Name/Code |
| Students | 12. Available attendance forms |
| ٢٠٢٥-٢٠٢٤ First and second semester | 13. semester/year |
| ٦٠ | 14. of study hours Number (total) |
| ٢٠٢٥-٢٠٢٤ | 15. Date this description was prepared |
| 16. Course objectives | |
| It aims to make students aware of the general foundations and principles .١ upon which human rights are based by reviewing a set of foundations such . historical, social, economic and scientific foundations as the | |
| .Developing values in human rights principles .٢ | |
| Teaching students human rights skills .٣ | |

| |
|--|
| 12. Course outcomes, teaching, learning and assessment methods |
| <p>Cognitive objectives -A</p> <p>aware of human rights principles Making students -١A</p> <p>.e historical basis of human rights Making students understand th -٢A</p> <p>Making students distinguish the importance of human rights -٣A</p> <p>.Making students aware of the impact of human rights -٤A</p> <p>e role of science in human rights Making students understand th -٥A</p> <p>.They know the educational systems -٦A</p> |
| <p>.Course specific skill objectives -B</p> <p>Developing scientific thinking - ١B</p> <p>Developing the student's historical skills - ٢B</p> <p>Developing scientific criticism skills - ٣B</p> <p>-٤B</p> |
| and learning methods Teaching |
| lecture, discussion, interrogation |
| Evaluation methods |
| Written tests |
| <p>based goals-Emotional and value -C</p> <p>Knowledge of the civilization of Mesopotamia -١A</p> <p>Developing social sense-٢A</p> <p>Encouraging students to achieve -٣A</p> |
| learning methods Teaching and |
| Lecture, discussion, interrogation |
| Evaluation methods |

Written tests

General and transferable skills (other skills related to employability and -D
(personal development
of human rights Students' knowledge -١D
human rights principles Possessing the skills to apply -٢D



13. Course structure

| Evaluation method | Teaching method | Unit name/topic | Required learning resources | watches | week |
|-------------------|------------------------|---|-----------------------------|---------|------------|
| Achievement tests | Lecture and discussion | human rights | Geography and art | | the first |
| = | = | The meaning of human rights and the goals of human rights | = | ξ | the second |
| = | = | Necessities and importance of human rights | = | ξ | the third |
| = | = | Human rights theories | = | ξ | Fourth |
| = | = | Human rights fields | = | ξ | Fifth |
| = | = | The basis of human rights | = | ξ | Sixth |
| = | = | Developing the foundations of education | = | ξ | Seventh |
| = | = | Human rights in primitive societies | = | ξ | The eighth |
| = | = | Personal rights | = | ξ | Ninth |
| = | = | Egyptian | = | ξ | tenth |
| = | = | Arab Islamic education | = | ξ | eleventh |

| | | | | | |
|---|---|--|---|---|-------------------|
| = | = | Human rights -in the pre era Islamic | = | ξ | twelfth |
| = | = | Universal Declaration of Human Rights | = | ξ | thirteenth |
| = | = | Socrates | = | ξ | fourteenth |
| = | = | Hammurabi | = | ξ | fifteenth |
| = | = | Human Rights Modern / Principles | = | ξ | sixteenth |
| = | = | Plato | = | ξ | seventeenth |
| = | = | social basis | = | ξ | eighteenth |
| = | = | The relationship between human rights and society | = | ξ | nineteenth |
| = | = | The relationship between human rights and the environment | = | ξ | Twenty |
| = | = | Children's rights | = | ξ | -twenty one |
| = | = | Women's rights | = | ξ | -twenty second |
| = | = | Human rights in Islam | = | ξ | -twenty third |
| = | = | International | = | ξ | -twenty |

| | | | | | |
|---|---|--|---|---|-----------------|
| | | Covenant on an RightsHum | | | fourth |
| = | = | The concept of development | = | ξ | -twenty fifth |
| = | = | Human Rights for Development | = | ξ | -twenty sixth |
| = | = | Economic return on education | = | ξ | -twenty seventh |
| = | = | Development and Planning Human in Rights | = | ξ | -twenty eighth |
| = | = | Education financing | = | ξ | -twenty ninth |
| = | = | Funding sources | = | ξ | thirty |

| | |
|---|--|
| 14. infrastructure | |
| human rights | Required textbooks -1 |
| human History and sociology books on rights | (Main references (sources -2 |
| human rights Educational meeting on | Recommended books and -A references (scientific journals, (.reports, etc |
| sites Human rights | Electronic references, -B ...websites |
| 15. Curriculum Development Plan | |

Developing the curriculum according to the annual plan to update the
.academic programs at the college approved



Course Description Form

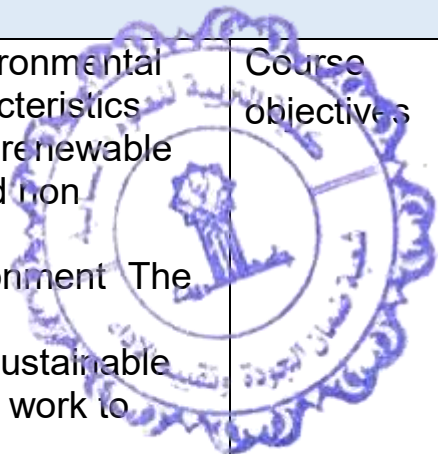
Course Description/Environmental Education

| |
|--|
| Course name .١ |
| Environmental education |
| Course code .٢ |
| 445PE |
| Semester/Year .٣ |
| ٢٠٢٥-٢٠٢٤ |
| Date this description was prepared .٤ |
| ٢٠٢٥/٢/٧ |
| Available forms of attendance .٥ |
| My attendance is mandatory |
| (Number of study hours (total) / Number of units (total .٦ |
| hours (٦٠)Number of hours |
| (Name of the course supervisor (if more than one name is mentioned .٧ |

Course objectives .^

1. The student should know the concept of environmental education, its objectives, features and characteristics
2. The student should mention the permanent, renewable natural resources and how to -and non-preserve these resources
3. student applies methods to protect the environment The .from pollution in his field of specialization
4. The student should analyze the meaning of sustainable environmental development in every field and work to .develop it in his daily life
5. ow the meaning of population The student should kn .explosion in the environment and how to deal with it
6. The student should know the pollutants, their types and .how to treat them
7. The student should know the role of the family, the role of unity, and the role the kindergarten, the school, the comm of science in maintaining sustainable environmental .education
8. The student should know the types of sustainable .environmental development fields
9. The student should know how to treat environmental air and water ‘desertification and treat food, noise .pollution
10. To work to preserve the environment and sustainable .environmental development

Course objectives



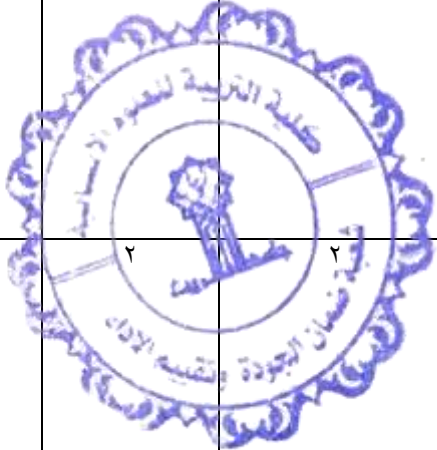
Teaching and learning strategies .^

1. Use of electronic means of clarification
2. Using the discussion method in the lecture between the .and the students professor
3. .Assigning students to do research and reports
4. Assigning students homework related to the scientific subject

Strategy

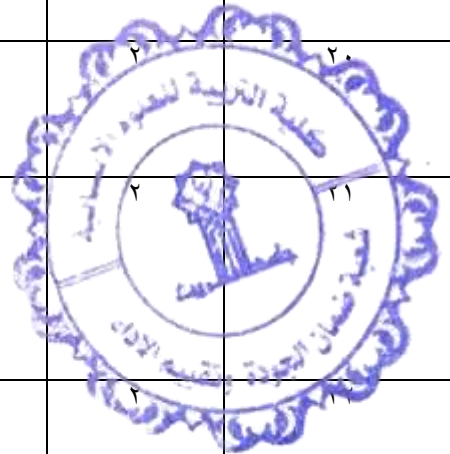
Course structure .^

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | watches | week |
|-------------------|-----------------|---------------------------|----------------------------|---------|------|
| Classroom | My | The concept | Understand | ٢ | ١ |

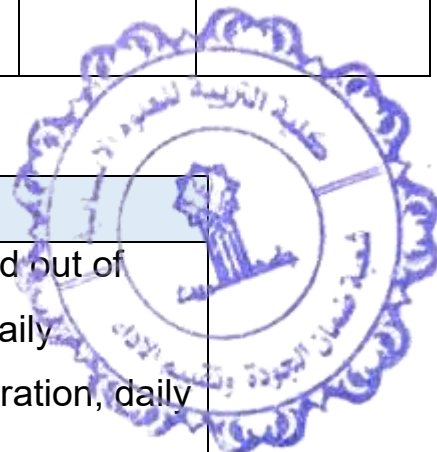
| | | | | | |
|---------------------------------|-------------|--|------------------------------|---|---|
| performance and exams | presence | of environmental education, the ecosystem, and how to achieve environmental balance | the lecture topic |  | |
| Classroom performance and exams | My presence | Objectives, features, forms and characteristics of environmental education | Understand the lecture topic | | |
| Classroom performance and exams | My presence | The concept of natural resources, their types, and how to protect them from pollution | Understand the lecture topic | ٢ | ٣ |
| Classroom performance and exams | My presence | The concept of population explosion, its causes, and how to reduce it | Understand lecture the topic | ٢ | ٤ |
| Classroom performance and exams | My presence | The concept of desertification, environmental degradation, its causes and how to address it | Understand the lecture topic | ٢ | ٥ |
| Classroom performance and exams | My presence | Types of environmental pollution and how to treat each type | Understand the lecture topic | ٢ | ٦ |
| Classroom performance and exams | My presence | The role of the family, kindergartens, schools in and environmental education and environmental conservation | Understand the lecture topic | ٢ | ٧ |
| Classroom performance and exams | My presence | The role of society in protecting environmental education | Understand the lecture topic | ٢ | ٨ |

| | | | | | |
|---------------------------------|-------------|--|------------------------------|---|----|
| Classroom performance and exams | My presence | The role of religion (Islamic education) in protecting the environment | Understand the lecture topic | ٢ | ٩ |
| Classroom performance and exams | My presence | The role of Islamic education in addressing the problem of pollution | Understand the lecture topic | ٢ | ١٠ |
| Classroom performance and exams | My presence | The role of media in protecting the environment | Understand the lecture topic | ٢ | |
| Classroom performance and exams | My presence | Strategies for teaching education in school | Understand the lecture topic | ٢ | ١٢ |
| Classroom performance and exams | My presence | The role of the university in protecting the environment | Understand the lecture topic | ٢ | ١٣ |
| Classroom performance and exams | My presence | The role of NGOs in environmental protection | Understand the lecture topic | ٢ | ١٤ |
| Classroom performance and exams | My presence | The relationship between environmental education and sustainable development | Understand the lecture topic | ٢ | ١٥ |
| Classroom performance and exams | My presence | Conceptual Framework for Environment and Sustainable Development | Understand the lecture topic | ٢ | ١٦ |
| Classroom performance and exams | My presence | The emergence of the idea of sustainable development | Understand the lecture topic | ٢ | ١٧ |
| Classroom performance and exams | My presence | The concept of sustainable development and its dimensions | Understand the lecture topic | ٢ | ١٨ |
| Classroom performance and exams | My presence | Social and environmental indicators of | Understand the lecture topic | ٢ | ١٩ |

| | | | | | |
|---------------------------------|-------------|--|------------------------------|---|----|
| | | sustainable development | | | |
| Classroom performance and exams | My presence | Economic indicators of sustainable development | Understand the lecture topic | ٢ | ٢٠ |
| Classroom performance and exams | My presence | The Role of Society, Law, and Science in Sustainable Environmental Education | Understand the lecture topic | ٢ | ٢١ |
| Classroom performance and exams | My presence | Foundations of sustainable environmental development | Understand the lecture topic | ٢ | ٢٢ |
| Classroom performance and exams | My presence | Areas of achieving sustainable environmental development | Understand the lecture topic | ٢ | ٢٣ |
| Classroom performance and exams | My presence | Sustainable Environmental Development Indicators | Understand the lecture topic | ٢ | ٢٤ |
| Classroom performance and exams | My presence | Obstacles to sustainable environmental development | Understand the lecture topic | ٢ | ٢٥ |
| Classroom performance and exams | My presence | The possibility of achieving sustainable development | Understand the lecture topic | ٢ | ٢٦ |
| Classroom performance and exams | My presence | The role of the family in sustainable development | Understand the lecture topic | ٢ | ٢٧ |
| Classroom performance and exams | My presence | The role of society and the private sector in sustainable development | Understand the lecture topic | ٢ | ٢٨ |
| Classroom performance and exams | My presence | The role of the and the state government sector in achieving sustainable development | Understand the lecture topic | ٢ | ٢٩ |
| Classroom performance and exams | My presence | Change in the social functions of the state in | Understand the lecture topic | ٢ | ٣٠ |



| | | | | | |
|--|--|--|--|--|--|
| | | light of global and local developments | | | |
|--|--|--|--|--|--|



| | |
|--|---|
| Course Evaluation . ١١ | |
| based on the ١٠٠ The grade is distributed out of tasks assigned to the student, such as daily oral, monthly and written exams, preparation, daily reports, etc | |
| Learning and teaching resources . ١٢ | |
| | textbooks Required (methodology if any) |
| | (Main References (Sources |
| | Recommended supporting books and references (...scientific journals, reports) |
| | Electronic references, websites |

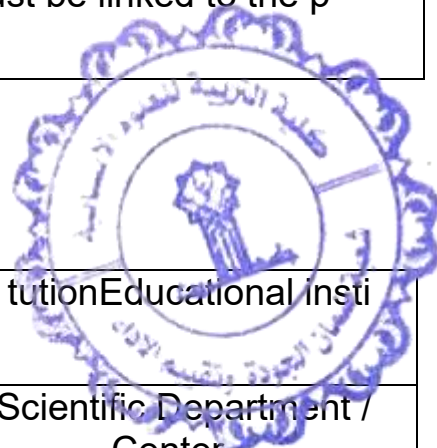
first stage The

Course Description Form

Course Description/English Language

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available

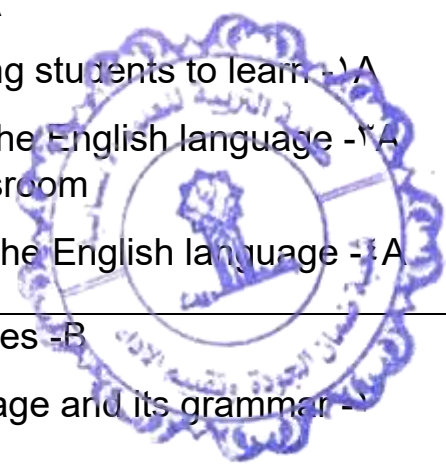
rogram description learning opportunities. It must be linked to the p



| | |
|---|--|
| College of Education for -Tikrit University Humanities | 17. Educational Institution |
| Department of Educational and Psychological Sciences | 18. Scientific Department / Center |
| New Headway Plus \ Beginner student's book | 19. Course Name/Code |
| lectures-e | 20. Available attendance forms |
| Annual course | 21. semester/year |
| ٦٠ | 22. Number of study hours (total) |
| ٢٠٢٥-٢٠٢٤ | 23. Date this description was prepared |
| 24. Course objectives | |
| 1- Enabling first year students to learn the basic rules of the English language and various vocabulary, and translate them into Arabic and vice versa, as well as the opposites and synonyms of various vocabulary in the English language | |
| 2- How to enable students to read different texts in English | |
| 3- Enabling students to develop their speaking skills | |
| - Enabling students to learn all types of English grammar: past, present, and future | |
| - Enabling students to convert affirmative sentences into negative sentences | |
| Enabling students to convert affirmative sentences into interrogative -٦ sentences | |
| 6- Enabling students to use English inside and outside the classroom | |
| 7- Enabling students to translate various texts into the English language | |
| | |

16. Course outcomes, teaching, learning and assessment methods

| |
|---|
| <p style="text-align: center;">Cognitive objectives -A</p> <p>different rules in the English language Enabling students to learn -١A Empowering and developing students in using the English language -٢A .inside and outside the classroom .Introducing students to different vocabulary in the English language -٣A</p> |
| <p style="text-align: center;">.Course specific skill objectives -B</p> <p>.Enabling students to learn the English language and its grammar -١ Empowering and teaching students to be successful teachers and -٢ .training them in classroom management .And adjust it</p> |
| <p style="text-align: center;">Teaching and learning methods</p> |
| <p style="text-align: center;">giving lectures -Standard method</p> <p>Providing students with chapters and topics covering all aspects of English .vocabulary and grammar</p> |
| <p style="text-align: center;">Evaluation methods</p> |
| <p>Formative assessment through daily exams, observing and following up on classroom students' performance in class discussions and homework, and .assessment</p> <p>Diagnostic assessment of midterm and final exams to issue decisions .regarding success and failure</p> |
| <p style="text-align: center;">based goals-Emotional and value -C</p> <p>Raising students to know the importance of the English language -١A he English language in its styles, speech Knowing the importance of t -٢A structure, translation of meanings, and control of different tenses. Awakening students' awareness of the value of words in expressing -٣A .ideas and civilized dialogue</p> |



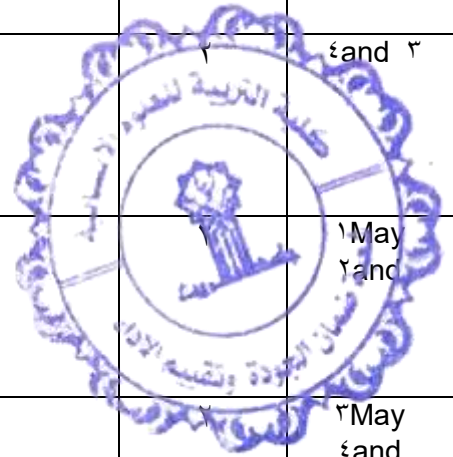
| |
|---|
| Teaching and learning methods |
| <p style="text-align: center;">motivation to achieve emotional goals.</p> <p>- Providing eloquent linguistic models that inspire students to believe in the human role of language in communication and disseminating ideas</p> |
| Evaluation methods |
| <p>- Traditional teaching methods are not used here, but rather reliance is placed on observation, interviews, and attempts to understand based goals in this area-students' ideas about the emotional and value</p> <p style="text-align: center;">.</p> |
| <p>skills related to employability and General and transferable skills (other -D .(personal development</p> <p style="text-align: center;">knowledge of modern systems of dialogue and Gaining -¹D communication.</p> <p>The ability to correct language, control written and spoken texts, -²D .and criticize them grammatically</p> |



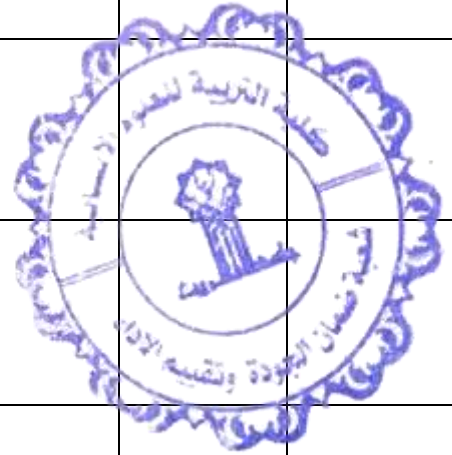
17. Course structure

| Evaluation method | Teaching method | Unit name/topic | Required learning outcomes | watches | week |
|---------------------------------|-----------------|---|----------------------------|---------|---|
| Classroom performance and exams | Giving lectures | Chapter one \am\lare, this is, how are you? | | | December 1 st and 2 nd |
| Classroom performance and exams | Giving lectures | Chapter one \ The plurals – numbers | | ٢ | December ٤ and ٥ th |
| Classroom performance and exams | = | Chapter two\countries\ where is he from? | | ٢ | 1 st January ٢ and ٣ rd |
| Classroom performance and exams | = | Chapter two\Adjectives and numbers | | ٢ | ٣ January ٤ and ٥ th |
| Classroom performance and exams | = | Chapter three \ jobs | | ٢ | February ١ ٢ and ٣ rd |
| Classroom performance and exams | = | Chapter three\Negatives and Questions | | ٢ | February ٤ and ٥ th |
| Classroom performance and exams | = | Chapter Four \ possessive 's | | ٢ | 1 st March ٢ and ٣ rd |
| Classroom performance and exams | = | Chapter Four \ has \ have | | ٢ | ٣ March ٤ and ٥ th |
| Classroom performance and | = | Chapter Five \ present simple | | ٢ | April ١ ٢ and ٣ rd |

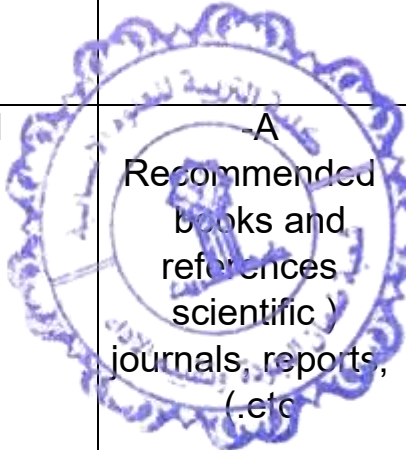
| | | | | | |
|---------------------------------|---|---|--|---|----------------|
| exams | | | | | |
| Classroom performance and exams | = | Chapter Five \ Languages and Nationalities | | ٢ | ٣ and ٤ |
| Classroom performance and exams | = | Chapter six \ The time \ days of the week | | | ١ May ٢ and ٣ |
| Classroom performance and exams | = | Chapter seven \ Question words \ Adjectives | | | ٣ May ٤ and ٥ |
| Classroom performance and exams | = | Chapter Eight \ Rooms and Furniture | | ٢ | ١ June ٢ and ٣ |
| Classroom performance and exams | = | Chapter Nine \ Past Simple , Saying years | | ٢ | ٣ June ٤ and ٥ |
| Classroom performance and exams | = | Chapter Ten \ Past Simple, Questions and Answers= | | ٢ | ١ July |
| Classroom performance and exams | = | Chapter Eleven \ Can-can't \ Adverbs | | ٢ | ٢ July |
| Classroom performance and exams | = | Chapter 12 \ some \ any | | ٢ | ٣ July |
| Classroom performance and exams | = | Chapter 13 \ Present continuous | | ٢ | ٤ July |
| Classroom performance and | = | | | | |



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|---------------------------------|---|--|--|--|--|
| exams | | | | | |
| Classroom performance and exams | = | | | | |
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| Classroom performance and exams | | | | | |
| Classroom performance and exams | | | | | |
| Classroom performance and exams | | | | | |



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| 18. infrastructure | |
| New Headway Plus | Required -١ textbooks |
| Gebhard , G. Jerry. Teaching English as a Foreign or Second Language . Michigan Teacher Training. ht , D. and K.M.Baily . (1991). Focus on the Language Classroom . Cambridge, CUP | Main -٢ references (sources) |

| | |
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| <p>, G. D. (2000). Principles of Language Learning and Teaching . White Plains, NY: Longman.</p> |  <p>-A Recommended books and references scientific) journals, reports, (.etc</p> |
| <p>Teaching English as a Foreign or Second Language\ Erald Kumrija http://www.academia.edu . Peace Corps Information Collection and Exchange M0041</p> | <p>Electronic -B references, ...websites</p> |

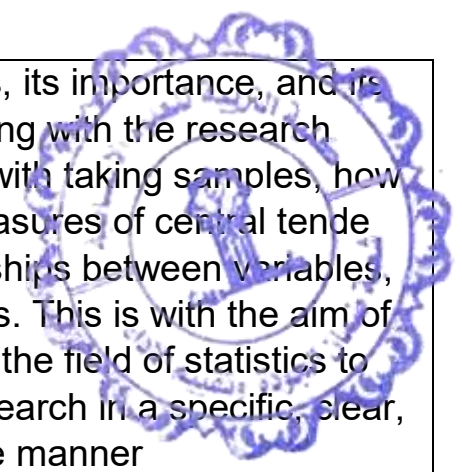
19. Curriculum Development Plan

New Headway Plus material required Providing additional - First stage hours than currently required, as this is a fundamental subject for understanding and mastering the basics of the English language, and it plays a major role in achieving the academic program's objectives. The plan also requires considering the teaching curriculum development p .methods and means of clarification appropriate for each subject This subject is one of the basic subjects that enables graduates of the College of .Education to learn English vocabulary and grammar

**d stageThe second
Course Description Form**

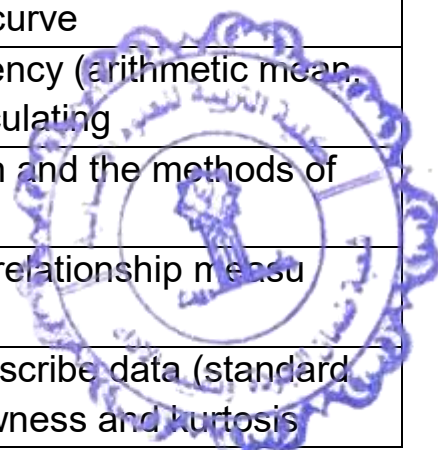
Course Description/Statistics

This course aims to introduce students to statistics, its importance, and its role in facilitating the researcher's work in dealing with the research to tabulate, unpack, classify, community, starting with taking samples, how ncy, dispersion, and data and describe data (measures of central tende distribution forms), the degree and type of relationships between variables, their level of measurement, significance, and tests. This is with the aim of providing the student with a set of experiences in the field of statistics to help him present the results of qualitative social research in a specific, clear, .concise, and accurate quantitative manner



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| Humanities College of Education for | 25. Educational institution |
| Educational and Psychological Sciences | 26. Scientific Department / Center |
| Descriptive and Inferential Statistics in Education and Psychology, Abdul Jabbar Tawfiq and Zakaria Zaki Athanasius | 27. Course Name/Code |
| the student -and practical lectures Theoretical applies the topics of this course to data and information collected in his field of specialization | 28. Available attendance forms |
| ٢٠٢٥-٢٠٢٤ | 29. semester/year |
| hours ٨٠ | 30. Number of study hours (total) |
| | 31. Date this description was prepared |
| 32. Course objectives | |
| 1- .The student should know statistics and its functions | |
| 2- The student should know how to use data to describe the phenomena under .study | |
| 3- .The student applies statistical methods in his field of specialization | |
| 4- collecting data, its sources, the The student should know the methods of .method of collecting it, and the types of samples | |

| | |
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| 5- | To know how to represent degrees graphically (frequency histogram, (frequency polygon, and frequency curve |
| 6- | The student should know the meaning of central tendency (arithmetic mean, .it median, mode) and methods of calculating |
| 7- | The student should know the measures of dispersion and the methods of .calculating them |
| 8- | res and methods of The student should know the relationship measu .calculating them |
| 9- | The student should know some other measures to describe data (standard .(score, coefficient of variation, measures of skewness and kurtosis |



20. Course outcomes, teaching, learning and assessment methods

objectives Cognitive -A

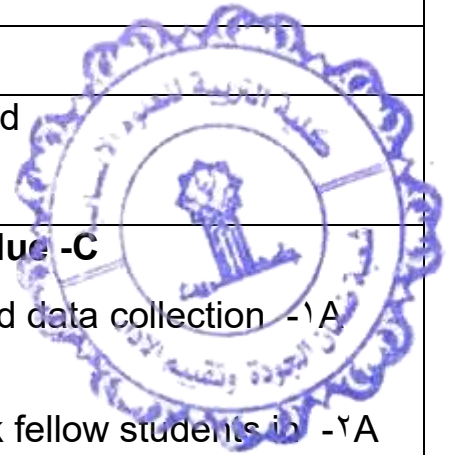
- 1-A .The student should know the basic concepts and terms in statistics
- 2-A .The student describes the data using statistical measures
- 3-A The student should know the relationships between phenomena through .data
- 4-A .cal measures in new situationsThe student applies statisti
- 5-A .The student should distinguish between data and its types
- 6-A he student should know the basics of probability theory in order to move .from descriptive statistics to inferential statistics

.objectives Course specific skill -B

- 1-B The student should apply the statistical method to data on social and .economic phenomena that he needs to study
- 2-B The student should be able to distinguish between types of statistical .data and appropriate statistical analysis
- 3-B .e student should know the methods of selecting samplesTh
- 4-B The student should know how to generalize the results after statistical .analysis

Teaching and learning methods

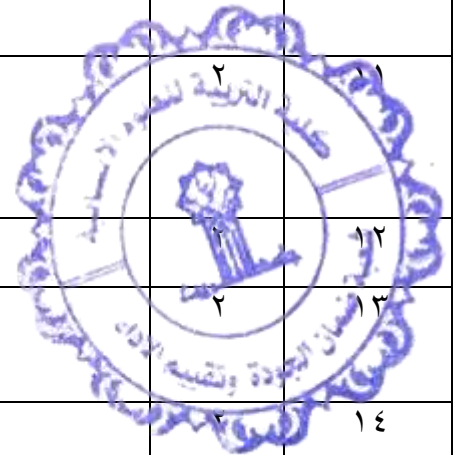
| |
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| <p>1- .Theoretical lectures 2- - Exercise solutions</p> |
| <p>Evaluation methods</p> |
| <p>7- .participation Attendance and 8- .Periodic tests 9- .Outdoor activities</p> |
| <p>based goals-Emotional and value -C</p> <p>The student should show interest in statistics and data collection -١A .methods</p> <p>The student should show a desire to help his weak fellow students in -٢A .statistics</p> <p>The student should appreciate the role of statistics in raising the -٣A .scientific level and solving many problems</p> <p>.The student should evaluate the impact of statistics in his specialization -٤A</p> |
| <p>Teaching and learning methods</p> |
| <p>1- .workshops on statistics Participation in seminars and 2- Participate in demonstration lessons for students in statistics and data .collection methods 3- .Giving lectures on statisticians and their statistical methods</p> |
| <p>Evaluation methods</p> |
| <p>1- .Attendance and participation 2- .Periodic tests 3- .activities Outdoor</p> |
| <p>General and transferable skills (other skills related to employability and -D .personal development</p> <p>.Attend lectures on time -١D</p> <p>.Performing the required duties on time -٢D</p> <p>.Perform the tests on time -٣D</p> <p>.dialogue and discussion Commitment to the rules of -٤D</p> |



21. Course structure

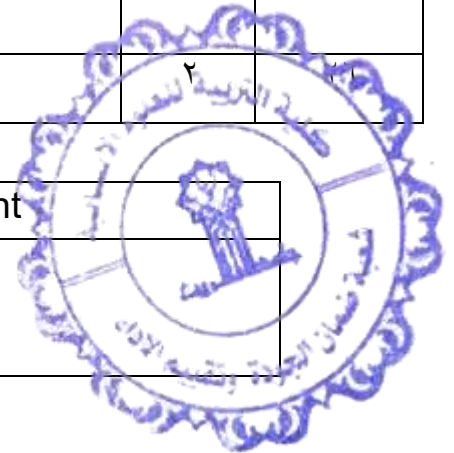
| Evaluation method | Teaching method | Unit name/topic | Required learning outcomes | Weeks | Week |
|------------------------------|-----------------|---|----------------------------|-------|------|
| Attendance and participation | a lecture | Introduction to the Study of Statistics | | ١ | ١ |
| Attendance and participation | a lecture | Types of data and measuring methods of them | | ٢ | ٢ |
| Attendance and participation | a lecture | Data collection methods and sources | | ٢ | ٣ |
| Attendance and participation | a lecture | Display data tabularly | | ٢ | ٤ |
| Attendance and participation | lecture a | Quantitative variable (frequency table) | | ٢ | ٥ |
| Attendance and participation | a lecture | Data display methods | | ٢ | ٦ |
| Attendance and participation | a lecture | -Frequency histogram -Frequency polygon Frequency curve | | ٢ | ٧ |
| Attendance and participation | a lecture | Measures of central tendency | | ٢ | ٨ |
| Attendance and participation | a lecture | Arithmetic mean and methods of calculating it | | ٢ | ٩ |
| Attendance | a lecture | The median and its | | ٢ | ١٠ |

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|------------------------------|-----------|---|--|---|----|
| and participation | | calculation methods | | | |
| Attendance and participation | lecture a | Loom and methods of calculating it | | ٢ | ١١ |
| a test | a test | First semester exam | | | ١٢ |
| Electronicall y | a lecture | Relative status scales | | ٢ | ١٣ |
| Electronicall y | a lecture | -Decimals -Quarters Percentiles and their calculation methods | | ٢ | ١٤ |
| Electronicall y | a lecture | percentile rank calculation | | ٢ | ١٥ |
| Electronicall y | a lecture | Dispersion measures | | ٢ | ١٦ |
| Electronicall y | a lecture | Range and methods of calculating it | | ٢ | ١٧ |
| Electronicall y | a lecture | Standard deviation and methods of calculating it | | ٢ | ١٨ |
| Electronicall y | a lecture | and methods Variance of calculating it | | ٢ | ١٩ |
| Electronicall y | a lecture | Correlation coefficients | | ٢ | ٢٠ |
| Electronicall y | a lecture | Pearson's correlation coefficient | | ٢ | ٢١ |
| Electronicall y | a lecture | Spearman's correlation coefficient | | ٢ | ٢٢ |
| Electronicall y | a lecture | Baeseryl correlation coefficient | | ٢ | ٢٣ |
| Electronicall y | a lecture | Phi correlation coefficient | | ٢ | ٢٤ |



| | | | | | |
|----------------|-----------|-------------------------------------|--|---|----|
| Electronically | a lecture | concordance correlation coefficient | | ٢ | ٢٥ |
| a test | a test | Second semester exam | | ٢ | ٢ |

| |
|---------------------------------|
| 22. Plan Curriculum Development |
| |

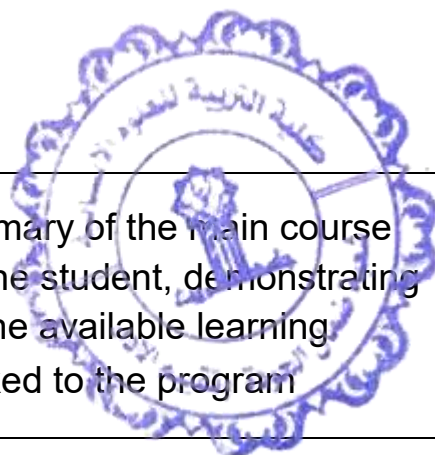


| 23. infrastructure | |
|--|--|
| Descriptive and Inferential Statistics in Education and Psychology, Abdul Jabbar Bayati, Zakaria Zaki Athanasius-Tawfiq Al | Required textbooks -١ |
| | (Main references (sources -٢ |
| - Applied Statistics in Social Sciences, Wahib .Beirut, Lebanon ٢٠١٠ Kubaisi, -Majeed Al Munaizil , -Educational Statistics, Abdullah Al .٢٠٠٦ Masirah, -Dar Al 3- principles 'Statistics Dr. Khashe' The narrator. | Recommended books and -A journals, references (scientific (.reports, etc |
| | references, Electronic -B ...websites |

Academic Program Description

The second stage

Course/Educational Planning

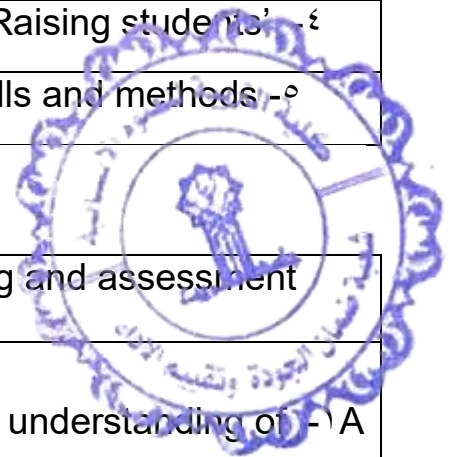


This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning . description opportunities. It must be linked to the program

For the Humanities

| | |
|--|--|
| Ministry of Higher Education and Scientific Research / Tikrit University | 28. Educational institution |
| College of Education for Human Sciences / Department of Educational and Psychological Sciences | 29. Scientific Department / Center |
| Educational planning | 30. Name of academic or professional program |
| Bachelor's degree in Educational Psychology | 31. Final Certificate Name |
| annual | 32. :Academic system Annual/Courses/Other |
| | 33. Accredited Certification Program |
| | 34. Other external influences |
| ٢٠٢٥-٢٠٢٤ | 35. Description preparation date |
| 36. Academic program objectives | |
| Providing the Ministry of Education with specialized staff to teach -١ .educational planning in secondary schools | |
| Enabling students to master building social relationships between -٢ .students and teaching staff | |

| |
|---|
| Students' awareness of educational planning concepts Strengthening - ٣ |
| .awareness of social relations and their importance Raising students' - ٤ |
| .Providing graduates with educational planning skills and methods - ٥ |



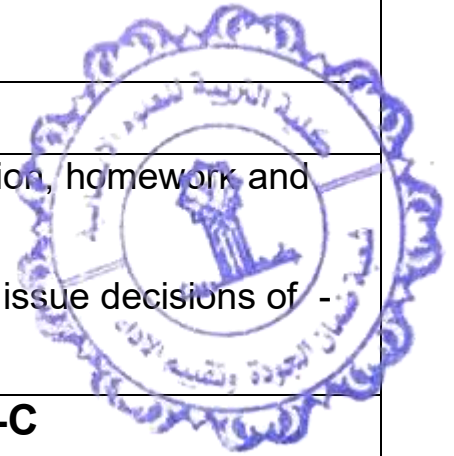
| |
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| 37. Required program outcomes, teaching, learning and assessment methods |
| ب- Cognitive objectives |
| The student should be able to control the methods and understanding of - ١A .educational planning |
| educational The student should be able to understand the concepts of - ٢A .planning and setting goals |
| The student should be familiar with all methods of educational planning - ٣A .management |
| .The student should be familiar with applying his role in social relations - ٤A .teaching methods The student should be familiar with modern - ٥A |
| To teach the student modern skills and techniques in the study of - ٦A .educational planning |
| Program skill objectives -B |
| The student should be able to master the educational planning of the - ١B .scientific subject |
| be able to choose the appropriate teaching method The student should - ٢B .for each scientific subject, so that he can present it in an interesting way |
| The student should be able to solve problems related to the student's - ٣B .understanding of the scientific material |
| and learning methods Teaching |
| .The standard (inductive) method - Discussion method - . The inductive method - |

.odProblem solving meth -

Evaluation methods

Formative assessment (daily exams , class discussion , homework and
.(up, class assessment-follow

Diagnostic assessment (midterm and final exams to issue decisions of -
(success and failure



.Emotional and value goals -C

.Educating the student to use good and successful planning methods - ١A

Understanding the principles of educational planning - ٢A

Developing the ability to apply his role in social relations - ٣A

Working to promote the teaching of educational planning and raise - ٤A
.students' awareness of its importance

Teaching and learning methods

based -they are value do not rely on traditional teaching methods, because
objectives that cannot be taught like cognitive objectives. Therefore, the
:following are relied upon

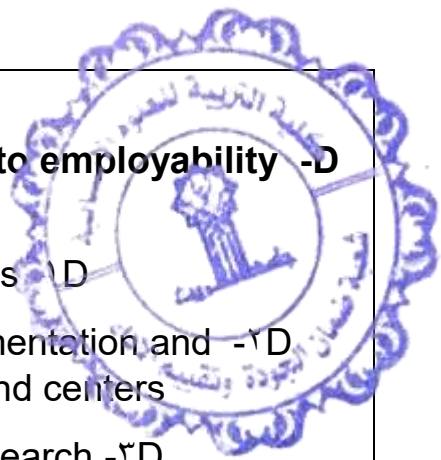
.The student should be a good role model for those around him - ١

.Forming a general category of good values - ٢

.psychological motivation to achieve emotional goals Providing - ٣

Evaluation methods

Affective goals are not assessed through traditional tests. Rather, they rely
on observing the student's behavior, interviewing and discussing them, and
relationship with the educational environment, thus monitoring their
-providing a cumulative record of their representation of affective and value
.based goals



**General and transferable skills (other skills related to employability -D
 .(personal development and**

.Scientific dialogue and discussion skills ١D

Modern technology skills in communications, documentation and -٢D
 .communication with scientific institutions and centers

.Teamwork skills, especially in scientific research -٣D

problems using educational and Skills in solving educational p -٤D
 .psychological programs and methods

Teaching and learning methods

.Inductive (deductive) method -

.Problem solving method -

He held training courses and seminars to equip students with the ability to
 community, engage in fruitful dialogue, and solve communicate with the
 .educational problems using scientific methods

Classroom interaction and exchange of opinions between the student and
 .the teacher to raise learning difficulties and discuss their solutions

methods Evaluation

.Oral and written tests, individual and group, theoretical and practical -

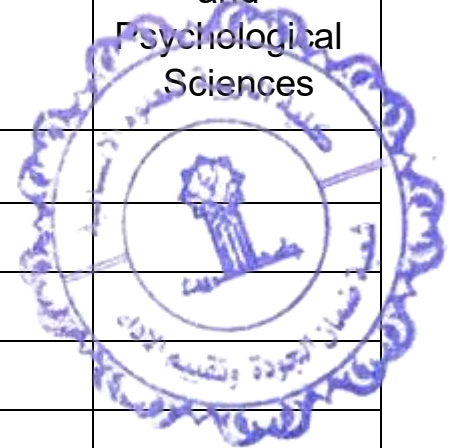
Direct observation of the student's performance in the areas of dialogue, -
 intellectual and scientific communication, and teamwork within the classroom
 .university environment and the college and

Assigning students to prepare scientific research to test their ability to think,
 .draw conclusions, and solve problems

38. Program structure

| Credit hours | | Course name | Course code | Academic stage |
|--------------|-------------|-------------------------|-------------|-------------------------|
| practical | theoretical | | | |
| | ٤ | Educational planning | | Second Department of |

| | | | | |
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| | | | | Educational and Psychological Sciences |
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| <p>39. Planning for personal development</p> |
| <p>Scientific communication through seminars, conferences, and joint work - .similar specializations with qualified cadres in</p> <p>Reviewing international studies in similar departments, to develop the - . ability to research and solve scientific problems</p> <p>Engage in acquiring modern scientific experiences and skills in the field of - .tionmodern technical communica</p> |
| <p>40. Admission Criteria (setting regulations for admission to a college or (institute</p> |
| <p>Admission to the college follows the central distribution system adopted by - the Ministry of Higher Education and Scientific Research, according to the form for Iraqi universities and institutes, and by balancing the admission .student's desire and the total he obtained</p> <p>Admission to the Department of Educational and Psychological Sciences is - re subject to a competitive exam, with a balance between the student's desi .for the sixth grade in secondary school</p> |
| <p>41. The most important sources of information about the program</p> |

Link to the program on the Internet, and its applications in similar -
.universities

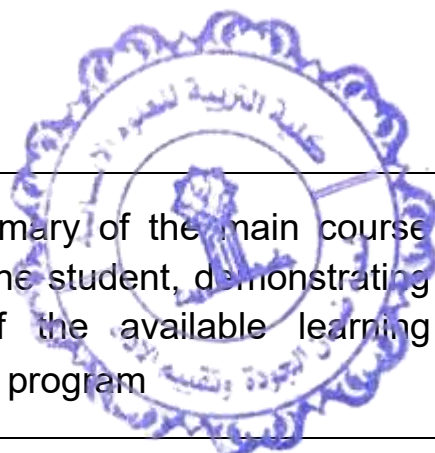
Training courses held by the University Quality and Performance
.Departments on the program in various institutes and colleges in Iraq



Academic Program Description

Second stage curriculum

Developmental Psychology

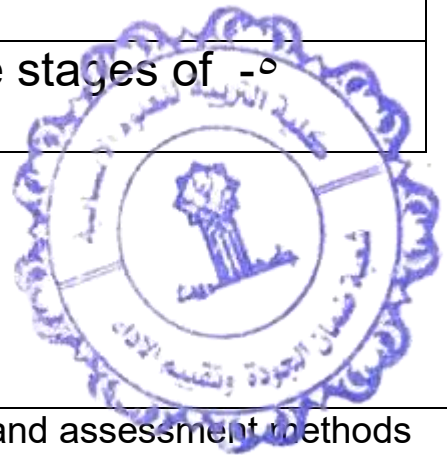


This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning . description opportunities. It must be linked to the program

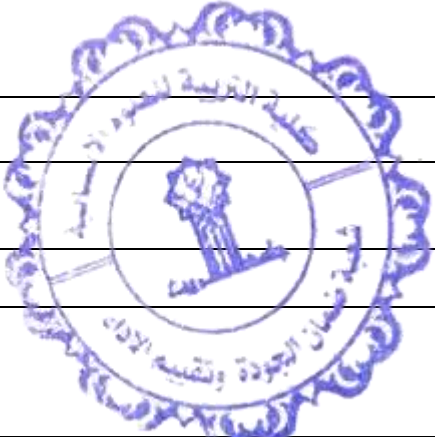
| | |
|--|--|
| Tikrit University | 33. Educational institution |
| Educational and Psychological Sciences | 34. Scientific Department / Center |
| أ. د. رنا زهير | 35. Course Name/Code |
| My presence | 36. Available attendance forms |
| annual | 37. semester/year |
| hours £ | 38. Number of study hours (total) |
| ٢٠٢٥/٢/٨ | 39. Date this description was prepared |
| 40. Course objectives | |
| Student knowledge and the importance of developmental psychology -١ | |
| Providing the student with the psychological theory of developmental psychology -٢ | |
| Introducing the student to the principles and laws of growth -٣ | |

Providing the student with the stages of human development -٤

Enabling the student to learn about the stages of human development -٥



| |
|--|
| 24. Course outcomes, teaching, learning and assessment methods |
| <p>Cognitive objectives -A</p> <ul style="list-style-type: none">١A .The student should know developmental psychology٢A The student should explain the importance of developmental psychology٣A .The student should list the principles and laws of growth٤A .lopmental problemsThe student analyzes the causes of deve٥A .The student proposes an idea that is being discussed٦A |
| <p>.Course specific skill objectives -B</p> <ul style="list-style-type: none">١B The student should draw a diagram showing the types of factors that influence the stages of human development٢B The student should prepare a picture on the board explaining the research methods in developmental psychology٣B The student should use modern devices to display the paths of human development and reflection٤B |
| Teaching and learning methods |
| .method through meeting, discussion and questioning Learn the lecture |
| Evaluation methods |
| Achievement tests |
| <p>based goals-Emotional and value -C</p> <ul style="list-style-type: none">١A The student should conclude the importance of developmental psychology٢A .growth The student analyzes the principles and laws of٣A The student should understand how growth occurs, the scientific and biological concepts, and the background |

| | |
|---|---|
| <p>.The student should try to employ the laws of growth in scientific life -٤A</p> |  |
| <p>Teaching and learning methods</p> | |
| <p>questioning Discussion, lecture and</p> | |
| <p>Evaluation methods</p> | |
| <p>Multiple achievement tests</p> | |
| <p>General and transferable skills (other skills related to employability and -D .(personal development Controlling classroom behavior -١D growth in the Employing skills and programs that develop human -٢D .student's life Employing the skills of developing thinking patterns among adult -٣D children in the lives of students -٤D</p> | |

| 25. Course structure | | | | | |
|---------------------------|-----------------------|--|--|---------|---------------------------------|
| Evaluation method | Teaching method | Unit name/topic | Required learning outcomes | watches | week |
| Daily monthly exams | Lecture discussion | Definition of developmental psychology | Understanding Application Analysis | ^ | first the the second |
| = | = | What is the difference between growth, development and advancement ψpsychology | = | ^ | the third The fourth |
| = | = | What is the difference between developmental psychology and other psychological ψsciences | = | ^ | Fifth The sixth |
| = | = | Theoretical and applied importance Growth and development psychology | = | ^ | Seventh and The eighth |
| = | = | Physical, mental and emotional developments | = | ^ | Ninth The tenth |
| = | = | early and late middle adolescence | = | ^ | eleven The twelfth |
| = | = | Principles and laws of growth | = | ^ | thirteenth and fourteenth |
| = | = | Stages of | = | ε | fifteenth |

| | | | | | |
|--|--|-------------------|--|--|--|
| | | human development | | | |
| 26. infrastructure | | | | | |
| psychology developmental | | | Required textbooks | | |
| Scientific journals, periodicals, research and studies in the field of specialization | | | Main references (sources) | | |
| Childhood and Adolescent Psychology Alusi-Al Jamal Hussein Amina Ali Khan | | | Recommended books -A and references (scientific (.journals, reports, etc | | |
| Recognized scientific journals, published and approved reports, and lectures prepared by specialists | | | Electronic references, -B ...websites | | |

| | | | | | |
|--|--|--|--|--|--|
| 27. Curriculum Development Plan | | | | | |
| the curriculum and Developing the study material according to the nature of the year of its composition. Development takes place by deleting, adding, or replacing parts or chapters from the approved curriculum if there are actual reasons for development that are determined in advance | | | | | |

Description Form Course

English language material

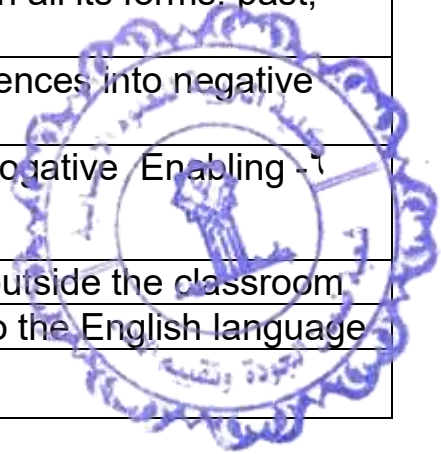
The second stage



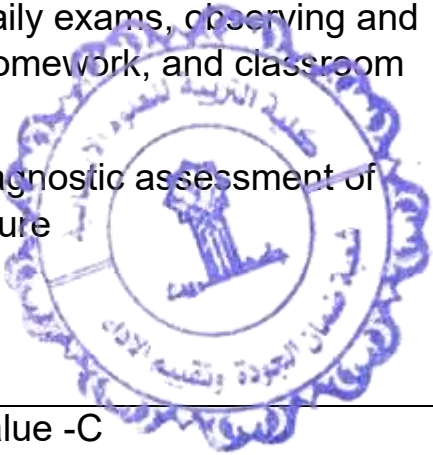
This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, available demonstrating whether the student has made the most of the .learning opportunities. It must be linked to the program description

| | |
|---|---|
| College of Education for -Tikrit University Humanities | 41. Educational institution |
| Department of Educational and Psychological Sciences | 42. Scientific Department / Center |
| New Headway Plus \ Pre-Intermediate student's book | 43. Name/Code Course |
| lectures-e | 44. Available attendance forms |
| Annual course | 45. semester/year |
| ٦٠ | 46. Number of study hours (total) |
| ٢٠٢٥-٢٠٢٤ | 47. Date this description was prepared |
| 48. Course objectives | |
| 8- students to learn the basic rules of the English year-Enabling second language and various vocabulary, and translate them into Arabic and vice versa, as well as the opposites and synonyms of various vocabulary in the .English language | |
| 9- texts in English How to enable students to read different | |

| | |
|-----|--|
| 10- | .Enabling students to develop their speaking skills |
| 11- | Enabling students to learn English grammar in all its forms: past, present, and future |
| 12- | Enabling students to convert affirmative sentences into negative sentences |
| | students to convert affirmative sentences into interrogative sentences |
| 13- | .Enabling students to use English inside and outside the classroom |
| 4- | .Enabling students to translate various texts into the English language |



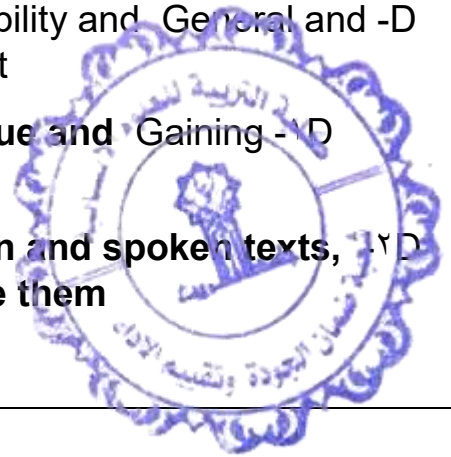
| | |
|-----|---|
| 28. | assessment methods Course outcomes, teaching, learning and |
| | Cognitive objectives -A |
| | Enabling students to learn different rules in the English language -١A |
| | Empowering and developing students in using the English language -٢A |
| | .inside and outside the classroom |
| | .vocabulary in the English language Introducing students to different -٤A |
| | .Course specific skill objectives -B |
| | .Enabling students to learn the English language and its grammar -١ |
| | Empowering and teaching students to be successful teachers and -٢ |
| | .training them in classroom management |
| | .adjust it And |
| | Teaching and learning methods |
| | giving lectures -Standard method |
| | Providing students with chapters and topics covering all aspects of English |
| | .vocabulary and grammar |

| |
|---|
| <p style="text-align: center;">Evaluation methods</p> |
| <p>following up on Formative assessment through daily exams, observing and students' performance in class discussions and homework, and classroom .assessment</p> <p style="text-align: center;">midterm and final exams to issue decisions Diagnostic assessment of .regarding success and failure</p>  |
| <p style="text-align: center;">based goals-Emotional and value -C</p> <p>students to know the importance of the English language Raising -١A</p> <p>Knowing the importance of the English language in its styles, speech -٢A structure, translation of meanings, and control of different tenses.</p> <p>n expressing Awakening students' awareness of the value of words i -٣A .ideas and civilized dialogue</p> |
| <p style="text-align: center;">Teaching and learning methods</p> |
| <p style="text-align: center;">motivation to achieve emotional goals.</p> <p>- Providing eloquent linguistic models that inspire students to believe in the human role of language in communication and disseminating .ideas</p> |
| <p style="text-align: center;">Evaluation methods</p> |
| <p>- Traditional teaching methods are not used here, but rather reliance is placed on observation, interviews, and attempts to understand based goals in this area-students' ideas about the emotional and value</p> <p style="text-align: center;">.</p> |

transferable skills (other skills related to employability and General and -D
. (personal development

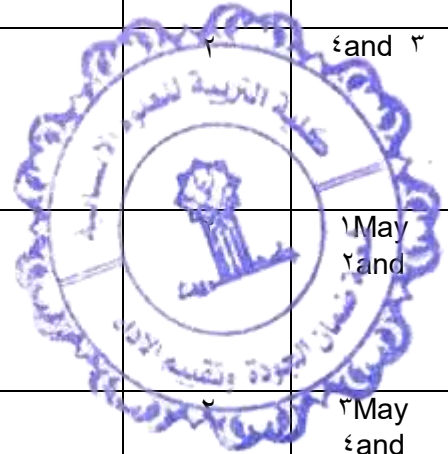
**knowledge of modern systems of dialogue and Gaining - 1D
communication.**

**The ability to correct language, control written and spoken texts, 12D
. grammatically and criticize them**

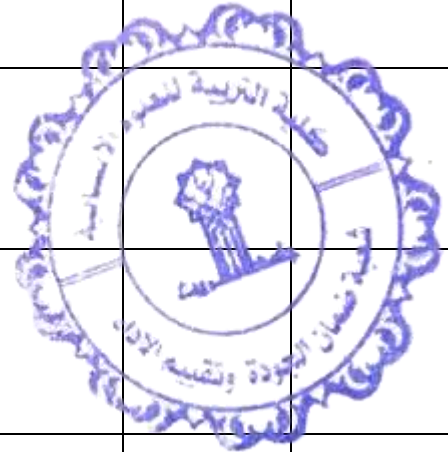


| 29. Course structure | | | | | |
|---------------------------------|-----------------|--|----------------------------|---------|--|
| Evaluation method | Teaching method | Unit name/topic | Required learning outcomes | watches | week |
| Classroom performance and exams | Giving lectures | Chapter one \ Tenses - Questions | | | December 1 st and 2 nd |
| Classroom performance and exams | Giving lectures | Chapter Two\ Present tenses- have\ have got | | | December 3 rd and 4 th |
| Classroom performance and exams | = | Chapter Three\ Past tenses- Time expressions | | 2 | 1 st January 2 nd |
| Classroom performance and exams | = | Chapter Four\ much\ many – Articles | | 2 | 3 rd January 4 th |
| Classroom performance and exams | = | Chapter Five Verb Patterns – Future forms | | 2 | February 1 st 2 nd |
| Classroom performance and exams | = | Chapter Six \What----like? \Directions | | 2 | February 3 rd and 4 th |
| Classroom performance and exams | = | Chapter Seven\Present perfect | | 2 | 1 st March 2 nd |
| Classroom performance and exams | = | Chapter Eight \ Should \ must – have to | | 2 | 3 rd March 4 th |
| Classroom performance | = | Chapter Nine \ Time clauses | | 2 | April |

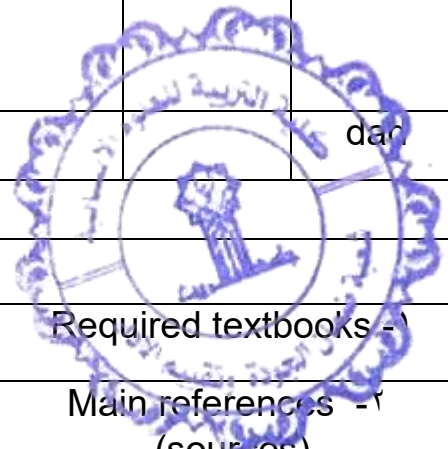
| | | | | | |
|---------------------------------|---|---|--|---|-----------------|
| ce and exams | | | | | ٢ and ١ |
| Classroom performance and exams | = | Chapter Nine \ Hot verbs | | ٢ | ٤ and ٣ |
| Classroom performance and exams | = | Chapter Ten - Verb Patterns 2 | | | ١ May ٢ and |
| Classroom performance and exams | = | Chapter 11 - Passives | | ٢ | ٣ May ٤ and |
| Classroom performance and exams | = | Chapter 12 \ Phrasal verbs | | ٢ | ١ June ٢ and |
| Classroom performance and exams | = | Chapter 13 \ Present perfect continuous | | ٢ | ٣ June ٤ and |
| Classroom performance and exams | = | Chapter 14 - Past Perfect | | ٢ | ١ July |
| Classroom performance and exams | = | Chapter 14 - Saying Goodbye | | ٢ | ٢ July |
| Classroom performance and exams | = | Revision | | ٢ | ٣ July |
| Classroom performance and exams | = | | | ٢ | ٤ July |
| Classroom | = | | | | |



| | | | | | |
|---------------------------------|---|--|--|--|--|
| performance and exams | | | | | |
| Classroom performance and exams | = | | | | |
| Classroom performance and exams | | | | | |
| Classroom performance and exams | = | | | | |
| Classroom performance and exams | = | | | | |
| Classroom performance and exams | | | | | |
| Classroom performance and exams | | | | | |
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| Classroom performance and exams | | | | | |
| Classroom performance and exams | | | | | |



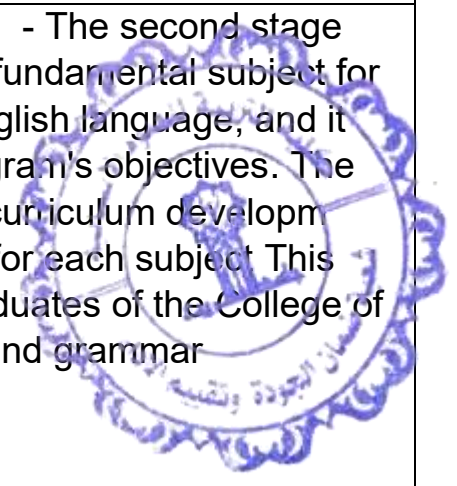
| | | | | | |
|---------------------------------|--|-------------|--|--|-----|
| Classroom performance and exams | | | | | |
| | | Final exams | | | dan |



| | |
|--|--|
| 30. infrastructure | |
| New Headway Plus | Required textbooks -) |
| <p>Gebhard , G. Jerry. Teaching English as a Foreign or Second Language . Michigan Teacher Training.</p> <p>ht , D. and K.M.Baily . (1991). Focus on the Language Classroom. Cambridge, CUP</p> | Main references -٢ (sources) |
| . D. (2000). Principles of Language Learning and Teaching . White Plains, NY: Longman. | Recommended books -A and references (scientific (.journals, reports, etc |
| <p>Teaching English as a Foreign or Second Language\ Erald Kumrija http://www.academia.edu . Peace Corps Information Collection and Exchange M0041</p> | Electronic references, - B ...websites |

31. Curriculum Development Plan

New Headway Plus material required Providing - The second stage additional hours than currently required, as this is a fundamental subject for understanding and mastering the basics of the English language, and it plays a major role in achieving the academic program's objectives. The plan also requires considering the teaching entcurriculum developm .methods and means of clarification appropriate for each subject This subject is one of the basic subjects that enables graduates of the College of .Education to learn English vocabulary and grammar



Course Description Form

The second stage

Educational Psychology

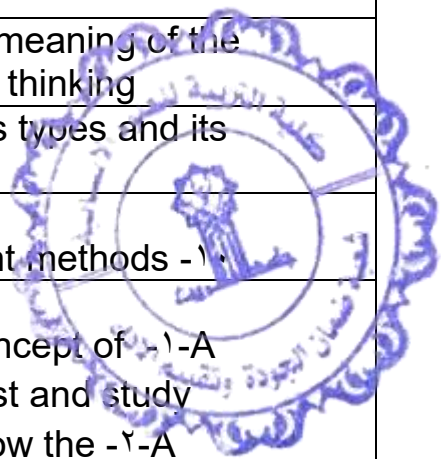
Course Description



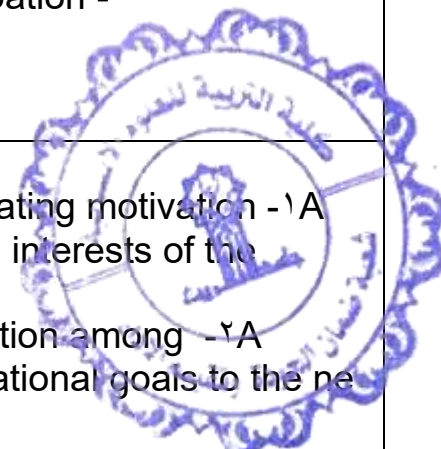
This course description provides a concise summary of the main course features, course outcomes, and learning outcomes expected of the student, whether the student has benefited from the available learning opportunities. It must be linked to the program description

| | |
|---|--|
| College of Education for Humanities - Tikrit University | 1. Educational institution |
| Psychological Sciences Educational and Educational Psychology | 2. Scientific Department |
| My presence | 3. Course Name/Code |
| ٢٠٢٥-٢٠٢٤ | 4. Available forms of attendance |
| hours ٦٠ | 5. semester/year |
| ٢٠٢٥/٢/١٠ | 6. Number of study hours (total) |
| | 7. Date of preparation of this description |
| 8. Course objectives | |
| The student should become familiar with the concept of educational psychology and its areas of interest and study | |
| The student should be able to understand the meaning of educational objectives, classify them, and transform them into learning goals | |
| The student should understand the meaning of memory, its nature, its forms, and its ability to absorb information | |
| The student should be aware of the importance of motivation in the field of educational psychology | |

| | |
|--|-------------------------------|
| transfer and The student should understand the meaning of learning .its educational applications | |
| The student should understand and comprehend the meaning of the .concept and its relationship to scientific and creative thinking | |
| The student should know the meaning of feedback, its types and its .or the teacherce fimportan | |
| Course outcomes, teaching, learning and assessment methods -١٠ | |
| <p>أ- :Cognitive objectives</p> <p>The student should become familiar with the concept of -١-A .educational psychology and its areas of interest and study meaning of educational The student should know the -٢-A objectives, classify them, and transform them into learning .objectives</p> <p>The student should know the meaning of feedback, its types, -٢A .and its importance for the teacher</p> <p>ries The student should become familiar with educational theo -٤A .and their educational applications</p> <p>.The student should understand the factors affecting learning -٥-A</p> <p>The student should learn about skills and habits and how to -٦A .acquire them and benefit from them in learning</p> <p>ب- :Course skill objectives</p> <p>skilled in using innovative and creative thinking when To be -١B .expressing oneself</p> <p>To be able to explain, interpret, analyze and criticize what he reads -٢B .and hears</p> <p>To be skilled in dealing with the topic he is talking about or -٣B .present ideas well To be able to discuss and -٤B</p> | |
| | Teaching and learning methods |
| Problem solving method - Cooperative learning method - | |
| Evaluation methods | |



.Tests (weekly and monthly) with reports and participation -



based goals-Emotional and value -C
 in the student by linking the basic principles and Creating motivation -١A
 concepts of educational psychology to the needs and interests of the
 .student and society
 Developing student attitudes towards creating motivation among -٢A
 eds, interests, and nature of learners by linking educational goals to the ne
 .learning and society
 Developing and enhancing the ethical and objective trends and values -٣A
 related to the concepts and fields of educational psychology and helping
 .the student bear the responsibility of conveying knowledge
 To learners
 He must have the ability to discuss or engage in dialogue on the basis -٤A
 .of objectivity and logic

Teaching and learning methods

Explanation and interpretation -
 Discussions -

Evaluation methods

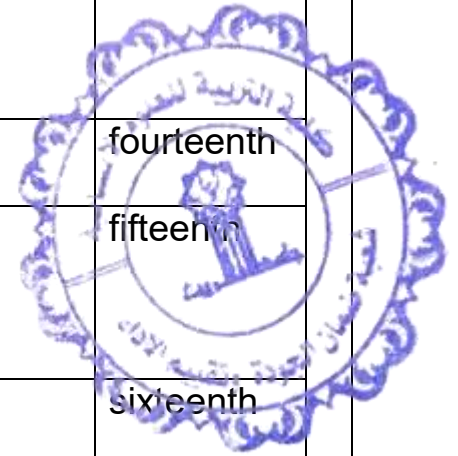
other skills related to employability and) General and transferable skills -١
 .(personal development
 Encouraging students to deal with different educational materials in -١D
 .light of appropriate artistic and technical skills
 to Developing students' abilities to analyze educational content -٢D
 .solving skills-identify thinking skills and problem
 Developing students' abilities to design presentations for thinking -٣D
 .skills
 The ability to produce specific means for teaching thinking skills in -٤D
 . English
 .cesses presented to studentsThe ability to evaluate the pro -٥D

Course structure .١١

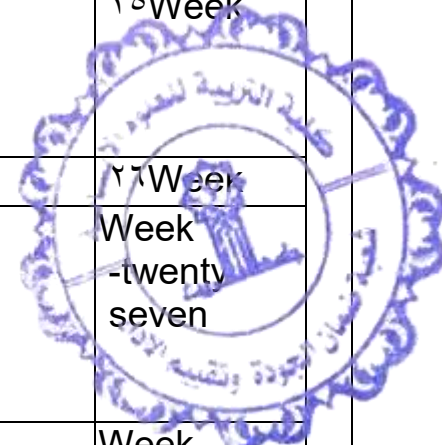
| Evaluatio n method | Teaching method | Name of the unit or | Required learning | watche s | week |
|-----------------------|--------------------|------------------------|----------------------|-------------|------|
|-----------------------|--------------------|------------------------|----------------------|-------------|------|

| | | topic | outcomes | | |
|---|-------------------------|---|---|-------------|-----------------------------------|
| Asking questions And the answer to it is from The student | Dialogue and discussion | Educational psychology and its development | Understanding the meaning of educational psychology | ٢ | the first |
| = | = | Educational objectives I | The student should be able to formulate behavioral objectives and formulate a question that achieves the .objective | ٢ ٢ ٢ | the second the third Fourth |
| first exam of the first semester The fifth | | | | | |
| = | = | Memory, its theories and its role In teaching | Understanding memory and its theories | ٢ | Sixth |
| = | = | = | = | ٢ | Seventh |
| = | = | forgetfulness | Learn about forgetting and its theories | ٢ | The eighth |
| = | = | = | = | ٢ | Ninth |
| = | = | = | The effect of learning | ٢ | tenth |
| | | Transfer of learning effect | Recognizing the transfer of learning | ٢ | eleventh |
| | | | Second exam, first semester | | twelfth |

| | | | | | |
|---|---|----------------------------------|---|---|-------------------------|
| = | = | Motivation | Recognizing the role of motivation in the process | ٢ | thirteenth |
| = | = | Teaching concepts | learning | ٢ | fourteenth |
| = | = | Educational applications | Learning laws | ٢ | fifteenth |
| = | = | Concepts and their relationship | Learn the meaning of the concept and creative and scientific thinking | ٢ | sixteenth |
| | | Deduction and induction | Scientific creative and thinking | ٢ | seventeenth |
| = | = | Feedback | Learn the meaning of feedback | ٢ | eighteenth |
| = | = | Types of feedback | Feedback | ٢ | nineteenth |
| = | = | Linear style and branching style | Programmed teaching methods | ٢ | Twenty |
| | | | First exam of second the semester | | Week one-twenty |
| = | = | Educational theories | Learn about educational theories | ٢ | The -twenty second week |
| = | = | = | Educational theories | ٢ | Week -twenty three |



| | | | | | |
|---|---|---|--|---|-------------------------|
| = | = | = | Educational theories | ٢ | ٢٤Week |
| = | = | Factors affecting learning | Identifying factors affecting learning | ٢ | ٢٥Week |
| = | = | = | = | ٢ | ٢٦Week |
| = | = | Individual differences and their impact on learning | Recognizing individual differences | ٢ | Week -twenty seven |
| = | = | = | = | ٢ | Week -twenty eight |
| | | | Second exam for the second semester | | Week -twenty nine |
| = | = | Skills and how to write them | Identify skills and habits | ٢ | ٣٠Week |
| = | = | = | = | ٢ | Week one-thirty |
| = | = | Types of learning | Learn about the types of learning | ٢ | -The thirty second week |



| | |
|--|--|
| Infrastructure - ١٢ | |
| .Educational Psychology Fundamentals of Educational Psychology | 1- Required textbooks 2- Main References (Sources) |
| nothing | ١- Recommended books and references scientific journals,) |

| | |
|---|---------------------------------------|
| | (... ,reports |
| nothing | ب- Electronic references, ...websites |
| Curriculum Development Plan - ١٣ | |
| conferences and benefit from their ,Workshops, seminars - recommendations | |



Academic Program Description

The second stage

Curriculum and textbook material

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning . description opportunities. It must be linked to the program

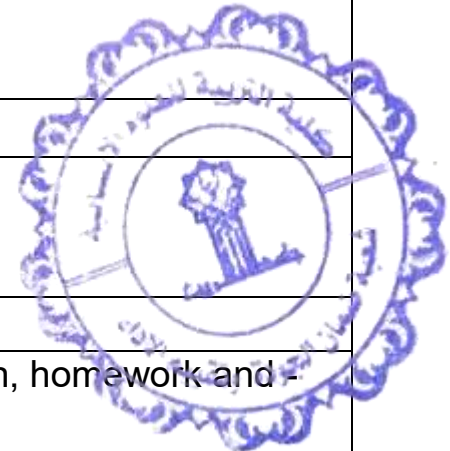
For the Humanities

| | |
|--|---|
| Ministry of Higher Education and Scientific Research / Tikrit University | 2. Educational institution |
| College of Education for Human Sciences / Department of Educational and Psychological Sciences | 3. Scientific Department / Center |
| Curriculum and textbook | 4. Name of academic or professional program |

| | |
|--|--|
| Bachelor of Educational and Psychological Sciences | 45. Final Certificate Name |
| annual | 46. Academic system Annual/Courses/Other |
| | 47. Accredited Certification Program |
| | 48. Other external influences |
| ٢٠٢٥-٢٠٢٤ | 49. Description preparation date |
| 50. Academic program objectives | |
| Providing the Ministry of Education with specialized staff to teach -١ .psychology in secondary schools | |
| Enabling students to become familiar with teaching methods and -٢ .techniques | |
| .students' awareness of curriculum concepts Enhancing -٣ | |
| .Raising students' awareness of the types of curricula -٤ | |
| .Providing the graduate with effective teaching skills and methods -٥ | |

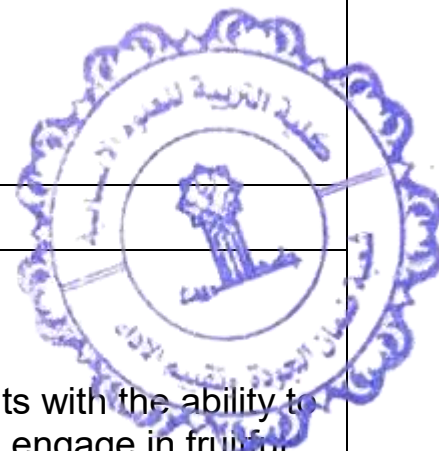
| |
|--|
| 51. assessment Required program outcomes, teaching, learning and methods |
| <p>Cognitive objectives -ت</p> <p>١A - The student should be able to define the curriculum</p> <p>٢A - The student should be able to identify some of the teaching methods used in teaching</p> <p>٣A - The student should be familiar with how to prepare educational objectives</p> <p>٤A - The student should be familiar with the types of curricula</p> <p>٥A - The student should be familiar with the basics of curriculum construction</p> |
| <p>Program skill objectives -B</p> <p>١B - The student should be able to master the methods of teaching measuring and evaluating the scientific material</p> <p>٢B - The student should be able to choose the appropriate teaching method for each scientific subject, so that he can present it in an interesting way</p> <p>٣B - The student should be able to solve problems related to the student's</p> |

| |
|---|
| <p>.understanding of the scientific material The student should differentiate between the curriculum and the -٤B .textbook</p> |
| <p>Teaching and learning methods</p> |
| <p>. The inductive method- Discussion method- .Problem solving method-</p> |
| <p>methods Evaluation</p> |
| <p>Formative assessment (daily exams , class discussion, homework and - .up, class assessment-follow Diagnostic assessment (midterm and final exams to issue decisions of - (success and failure</p> |
| <p>.Emotional and value goals -C .o understand the curriculum correctlyRaising the student t -١A .Applying effective teaching skills practically -٢A .Developing the ability to apply the role of a role model teacher -٣A</p> |
| <p>Teaching and learning methods</p> |
| <p>based -value do not rely on traditional teaching methods, because they are objectives that cannot be taught like cognitive objectives. Therefore, the :following are relied upon .The student should be a good role model for those around him -١ .Forming a general category of good values-٢ .motivation to achieve emotional goals Providing psychological -٣</p> |
| <p>Evaluation methods</p> |
| <p>Affective goals are not assessed through traditional tests. Rather, they rely on observing the student's behavior, interviewing and discussing them, and educational environment, thus monitoring their relationship with the -providing a cumulative record of their representation of affective and value .based goals</p> |



| |
|---|
| <p>General and transferable skills (other skills related to employability and -D (personal development .discussion skills Scientific dialogue and -١D Modern technology skills in communications, documentation and -٢D .communication with scientific institutions and centers .Teamwork skills, especially in scientific research -٣D</p> |
|---|

I and Skills in solving educational problems using educational and psychological programs and methods



Teaching and learning methods

- recitation method
- Problem solving method

Preparing training courses and seminars to equip students with the ability to dialogue, and solve educational problems using scientific methods

Classroom interaction and exchange of opinions between the student and the teacher to raise learning difficulties and discuss their solutions

Evaluation methods

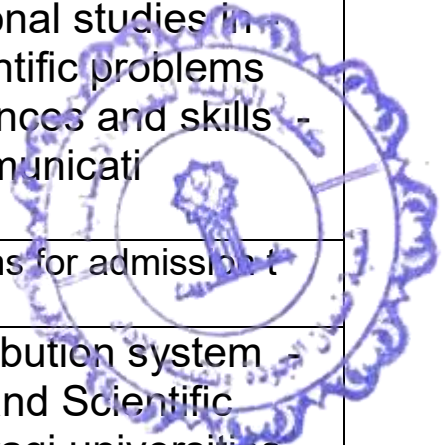
- individual and group, theoretical and practical
- Oral and written tests
- Direct observation of the student's performance in the areas of dialogue, intellectual and scientific communication, and teamwork within the classroom and the college and university environment
- Assigning students to prepare scientific research to test their ability to think, draw conclusions, and solve problems

52. Program structure

| Credit hours | | Course name | Course code | Academic stage |
|--------------|-------------|---------------------------------|-------------|----------------|
| practical | theoretical | | | |
| | ٢ | Curriculum and textbook/morning | | Second |
| | ٢ | Curriculum and textbook/evening | | Second |
| | | | | |
| | | | | |

53. Planning for personal development

| |
|--|
| <p>Scientific communication through seminars, conferences, and - .joint work with qualified cadres in similar specializations similar departments, to Reviewing international studies in .develop the ability to research and solve scientific problems Engage in acquiring modern scientific experiences and skills - .onin the field of modern technical communicati</p> |
| <p>54. o a college or Admission Criteria (setting regulations for admission t (institute</p> |
| <p>Admission to the college follows the central distribution system - adopted by the Ministry of Higher Education and Scientific Research, according to the admission form for Iraqi universities student's desire and the total and institutes, and by balancing the .he obtained Admission to the Department of Educational and Psychological Sciences is subject to a competitive examination, with a balance between the student's desire for the sixth grade in secondary .school</p> |
| <p>55. tant sources of information about the programThe most impor</p> |
| <p>Link to the program on the Internet, and its applications in similar - .universities Training courses held by the University Quality and Performance - colleges in Departments on the program in various institutes and .Iraq</p> |






Course Description Form

Course Description: Baath Party Crimes

model a description The decision

| |
|---|
| 1. Name The decision |
| crimes party Resurrection The extinct |
| 2. Symbol The decision |
| millimeter Arabism slave God Hussein |
| 3. Semester/ Year |
| 2023-2024 |
| 4. History numbers this Description |
| 12/2/2024 |
| 5. Forms the audience Available |
| My presence |
| 6. Number watches Academic(total) / number Units(total) |
| 60 |
| 7. Name responsible The decision Academic(if more from name mentioned)) |
| Name: .M.MAruba slave God Hussein Email: oraba-abdallah@tu.edu.iq |
| 8. Objectives The decision |

| | |
|--|--|
| <ul style="list-style-type: none"> Gain Students To learn Vocabulary crimes party Resurrection The extinct more and expression and speaking Braim party Resurrection The extinct and violations Truly Iraqis to learn Students skill learning And the casting And delivery Information Correct to learn rules laws International For defense on ightsr Iraqis to learn skill Listening | Goals aterialThe m Academic  |
|--|--|

9. Strategies education and learning

- 1- Strategy education planning The concept Cooperative**
- 2- Strategy education Storm mental**
- 3- Strategy education series Notes**

Strategy

10. Structure The decision

| road Evaluation | road learning | name Unity or the topic | Outputs learning Required | watches | week |
|--|---------------|-------------------------|---------------------------|---------|------|
| Exams weekly And monthly and daily and editorial And exam end The year | to explain | | Gain Students | 2 | 1 |
| | The material | | To learn | 2 | 2 |
| | cScientifi | | Vocabulary | 2 | 3 |
| | According to | | crimes party | 2 | 4 |
| | Curriculum | | Resurrection | 2 | 5 |
| | The follower | | The extinct | 2 | 6 |
| | urge | | more and | 2 | 7 |
| | Students on | | expression and | 2 | 8 |
| | Participation | | speaking With | 2 | 9 |
| | | | all what got | 2 | 10 |
| | | | For Iraq from | 2 | 11 |
| | | | Woes And | 2 | 12 |
| | | | tragedies To | 2 | 13 |
| | | | Iraq | 2 | 14 |

| | | | | |
|--|--|--|---|----|
| | <p>Interactive. to explain Topics per topic by Students And involvement greater amount maybe from Students</p> | <p>learn to Students recitation And art Public speaking To deliver all what he from His affair that It is clear all what Chest Truly Iraqis from crimes and wars Woes And tragedies And temptations because of governments Extinct</p> | 2 | 15 |
|--|--|--|---|----|

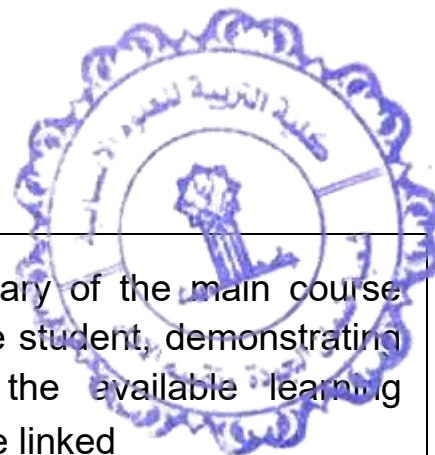


| | |
|---|---|
| 11. Evaluation The decision | |
| <p>exam the chapter the first It is divided to exam monthly And two days (25) and an exam the chapter the second Divided to exam monthly And my day(25) is Exam Final From(50).</p> | |
| 12. Sources learning and teaching | |
| <p>book crimes party Resurrection The extinct</p> | <p>books The reporter Required((methodology that I foundit</p> |
| <p>books Decisions from Ministry Including book party Resurrection The extinct</p> | <p>the reviewer Main(Resources)</p> |
| | <p>books References chock that Recommended It has((magazines Scientific, reports...)</p> |
| | <p>the reviewer Electronic, websites</p> |

| | |
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| | Internet |
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Course Description Form

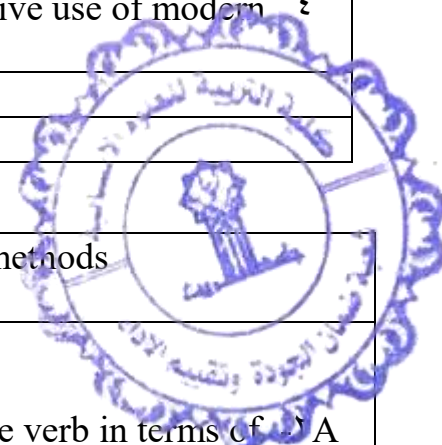
Arabic Language /Course Description



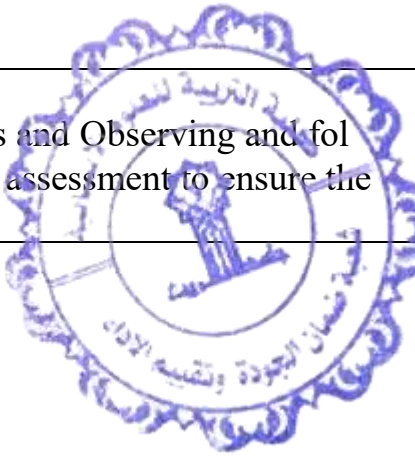
This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning . to the program description opportunities. It must be linked

| | |
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| College of Humanities -Tikrit University | 1. Educational institution |
| psychology | 2. Scientific Department / Center |
| General Arabic/Second Stage | 3. Course Name/Code |
| Dr. Ilham Rokan Abdel Elham.r.abdelham@tu.edu.iq | 4. :Subject teacher :University email |
| Classroom lectures | 5. Available attendance forms |
| Annual course | 6. semester/year |
| nothing | 7. Number of study hours (total) |
| ٢٠٢٤/٩/١ ٥٢.٢/٩/١ | 8. Date this description was prepared :file Date of filling out the |
| 9. Course objectives | |
| .Teaching the student how to become able to use eloquent linguistic methods .١ | |
| .Employing the prescribed curriculum vocabulary .٢ | |
| Developing the student's mental and personal abilities in the specialization is an .٣ | |

| |
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| .important part of his field of specialization |
| Providing the student with communication skills and the effective use of modern ^٤ educational technologies |
| |

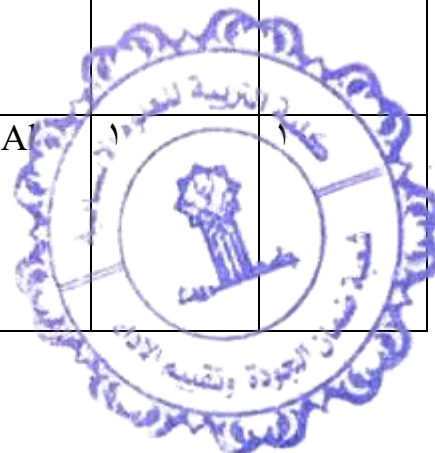


| |
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| 10.Course outcomes, teaching, learning and assessment methods |
| <p>Cognitive objectives -A</p> <p>The student's knowledge of General Arabic -١ A</p> <p>Differentiating between the sound verb and the defective verb in terms of ^١ A verbs</p> <p>.counted noun in Arabic Differentiating between number and -٣ A</p> <p>.Identifying the types of hamzas in all their cases -٤ A</p> <p>.Identify the exchange rate and its structure -٥ A</p> <p>.Recognizing nouns and objects in general -٦ A</p> |
| <p>.Course specific skill objectives -B</p> <p>.language and what is related to it Topics related to the general Arabic - ١ B</p> <p>Knowing the student's ability and developing what he is trying to learn in - ٢ B .the academic material</p> <p>Developing linguistic and literary sense in Arabic texts and appreciating - ٢ B .them</p> <p>talent in analysis and related matters in the Holy Developing the student's - ٣ B .Quran and poetic texts</p> <p>.Knowledge of specializations and sciences related to the Arabic language -٤ B</p> |
| Teaching and learning methods |
| <p>Providing an educational environment conducive to logical thinking and continuous guidance for students by the subject professor during the lecture.</p> <p>Opening the door for open and direct discussions with students to create a spirit opinions, hear other opinions, and respect them of being able to express.</p> |
| Evaluation methods |
| <ol style="list-style-type: none"> 1. Student evaluation in the classroom 2. Student interaction with the lecture and class discussions. 3. practical and theoretical tests for the student Conducting. |
| <p>based goals-value Emotional and -C</p> <p>.Enabling the student to know the language and literature -١ A</p> <p>Enabling the student to know the sources of the linguistic and literary -٢ A .lesson</p> |

| | |
|--|---|
| <p>.Introducing the student to the linguistic and literary influence -٣A student the eloquence and rhetoric of the language in the Teaching the -٤A .Holy Quran and poetry</p> | |
| <p>Teaching and learning methods lowing up on students' performance in class discussions and Observing and fol student's ability to homework, and class and formative assessment to ensure the .take daily exams</p> |  |
| <p>Lectures .١ .Ask questions and open the door for dialogue .٢ .Assigning the student some scientific reports .٣</p> | |
| <p>Evaluation methods</p> | |
| <p>Monthly exam-١ Daily preparation -٢</p> | |
| <p>skills related to employability and personal General and transferable skills (other -D .(development Asking intellectual questions -١D The questions should include at least one question that depends on -٢D .thinking and analysis .publications The ability to read relevant scientific research and -٣D The student's knowledge of the most important sciences of the Arabic -٤D .language and its branches, orally and in writing, in a lecture or in an exam</p> | |

| 11.Course structure | | | | | |
|---------------------------------|---------------------------------|---|---------------------------------|---------|------|
| Evaluation method | Teaching method | topic/Unit name | Required learning outcomes | watches | week |
| Classroom performance and exams | Text method and standard method | Word structure and punctuation | Exchange balance | ١ | ١ |
| Classroom performance and exams | Text method and standard method | Noun, verb, and particle, and their divisions | Parts of speech | ١ | ٢ |
| Classroom performance and exams | Text method and standard method | Number rules | Number and counted | ١ | ٣ |
| Classroom performance and exams | Standard method | Correcting vocabulary, sentences and structures | Common language errors | ١ | ٤ |
| Classroom performance and exams | Standard method | His poem and analysis of his verses | Poet: Abu Tayeb Mutanabbi-Al | ١ | ٥ |
| Classroom performance and exams | Text method and standard method | Past tense, present tense and imperative tense | Verb construction and parsing | ١ | ٦ |
| Classroom performance and exams | Standard method | His life and his Mu'allqa | The poet Zuhair ibn Abi Salma | ١ | ٧ |
| Classroom performance and exams | Text method and standard method | Conditional tools -and non conditional tools | Conditional style and its tools | ١ | ٨ |

| | | | | | |
|---------------------------------|---------------------------------|-----------------------|------------------------|---|---|
| Classroom performance and exams | Text method and standard method | Correct and defective | The verb and its types | ١ | ٩ |
| Classroom performance and exams | Text method and standard method | Study and analysis | Kahf-Surah Al | ١ | ١ |



| | |
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| 10.infrastructure | |
| Aref in -Shaza Al / Morphological application the art of morphology | Required textbooks - ١ |
| Aref in the art of morphology-Shaza Al . ١ Ibn Malik's / Ibn Aqil's explanation . ٢ Tashil-explanation of At | (Main references (sources - ٢ |
| University messages and dissertations | Recommended books and -A references (scientific journals, (.reports, etc |
| https://fac.ksu.edu.sa Ghamdi's website / -Dr. Muhammad Saeed Al Encyclopedia of - The Comprehensive Library .Language and Literature | Electronic references, -B ...websites |

| |
|--|
| 11.Curriculum Development Plan |
| Increasing the number of practical lecture hours to enable students to analyze texts and sentences with creative linguistic analysis, in order to become familiar with the |

.possible number of Arabic language texts largest



Form Description

٣ Stage

material

Statistics

Course Description

This course aims to introduce students to statistics, its importance, and its the research role in facilitating the researcher's work in dealing with community, starting with taking samples, how to tabulate, unpack, classify, and describe data (measures of central tendency, dispersion, and data distribution forms), the degree and type of relationships between variables, rement, significance, and tests. This is with the aim of their level of measu providing the student with a set of experiences in the field of statistics to help him present the results of qualitative social research in a specific, clear, .erconcise, and accurate quantitative mann

| | |
|--|---|
| College of Education for Humanities | 10. Educational institution |
| Educational and Psychological Sciences | 11. Scientific Department / Center |
| Descriptive and Inferential Statistics in Education and Psychology, Abdul Jabbar Zaki Athanasius Tawfiq and Zakaria | 12. Course Name/Code |
| the student -Theoretical and practical lectures applies the topics of this course to data and information collected in his field of specialization | 13. Available attendance forms |
| ٢٠٢٥-٢٠٢٤ | 14. semester/year |
| hours ٨٠ | 15. Number of study (hours (total |
| | 16. Date this description was prepared |
| 17. Course objectives | |
| 10- | .The student should know statistics and its functions |
| 11- | The student should know how to use data to describe the .phenomena under study |
| 12- | The student applies statistical methods in his field of .specialization |
| 13- | The student should know the methods of collecting data, its .sources, the method of collecting it, and the types of samples |
| 14- | To know how to represent degrees graphically (frequency (histogram, frequency polygon, and frequency curve |
| 15- | student should know the meaning of central tendency The .arithmetic mean, median, mode) and methods of calculating it) |
| 16- | The student should know the measures of dispersion and the .methods of calculating them |
| 17- | and The student should know the relationship measures .methods of calculating them |
| 18- | The student should know some other measures to describe |

data (standard score, coefficient of variation, measures of skewness
(and kurtosis

| |
|--|
| 32. Course outcomes, teaching, learning and assessment methods |
| objectives Cognitive -A |
| <p>.sic concepts and terms in statisticsThe student should know the ba -\A</p> <p>.The student describes the data using statistical measures -\A</p> <p>The student should know the relationships between phenomena -\A .through data</p> <p>.ical measures in new situationsThe student applies statist -\A</p> <p>.The student should distinguish between data and its types -\A</p> <p>The student should know the basics of probability theory in order to -\A .move from descriptive statistics to inferential statistics</p> |
| .objectives Course specific skill -B |
| <p>The student should apply the statistical method to data on social - \B .and economic phenomena that he needs to study</p> <p>The student should be able to distinguish between types of - \B .statistical data and appropriate statistical analysis</p> <p>.The student should know the methods of selecting samples - \B</p> <p>The student should know how to generalize the results after -\B .statistical analysis</p> |
| Teaching and learning methods |
| <p>3- .Theoretical lectures</p> <p>4- - Exercise solutions</p> |
| Evaluation methods |
| <p>10- .participation Attendance and</p> <p>11- .Periodic tests</p> <p>12- .Outdoor activities</p> |

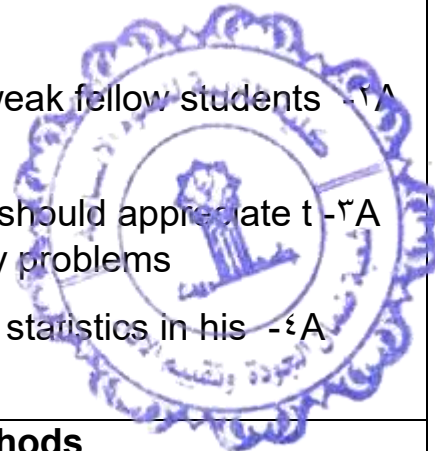
based goals-Emotional and value -C

The student should show interest in statistics and data collection -١A
.methods

The student should show a desire to help his weak fellow students -٢A
.in statistics

he role of statistics in raising the The student should appreciate t -٣A
.scientific level and solving many problems

The student should evaluate the impact of statistics in his -٤A
.specialization



Teaching and learning methods

- 4- .workshops on statistics Participation in seminars and
- 5- Participate in demonstration lessons for students in statistics and data
.collection methods
- 6- .Giving lectures on statisticians and their statistical methods

Evaluation methods

- 4- .Attendance and participation
- 5- .Periodic tests
- 6- .activities Outdoor

General and transferable skills (other skills related to employability and -D
(personal development

.Attend lectures on time -١D

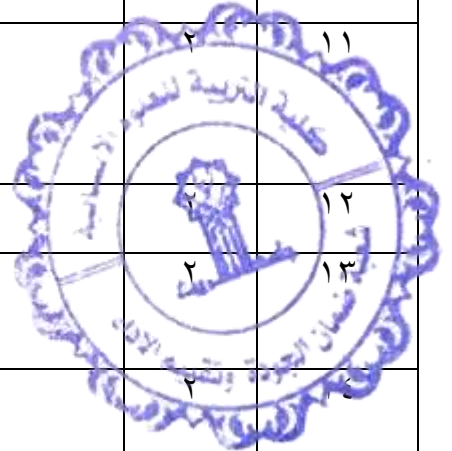
.Performing the required duties on time -٢D

.Perform the tests on time -٣D

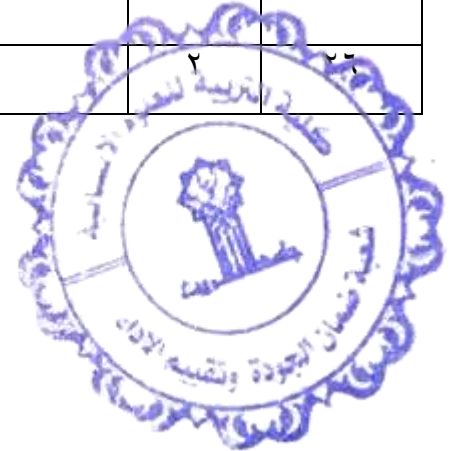
.dialogue and discussion Commitment to the rules of -٤D

| 33. Course structure | | | | | |
|------------------------------|-----------------|---|----------------------------|-------|------|
| Evaluation method | Teaching method | Unit name/topic | Required learning outcomes | Weeks | Week |
| Attendance and participation | a lecture | Introduction to the Study of Statistics | | | |
| Attendance and participation | a lecture | Types of data and of measuring methods them | | ٢ | ١ |
| Attendance and participation | a lecture | Data collection methods and sources | | ٢ | ٣ |
| Attendance and participation | a lecture | Display data tabularly | | ٢ | ٤ |
| Attendance and participation | lecture a | Quantitative variable (frequency table) | | ٢ | ٥ |
| Attendance and participation | a lecture | Data display methods | | ٢ | ٦ |
| Attendance and participation | a lecture | -Frequency histogram -Frequency polygon Frequency curve | | ٢ | ٧ |
| Attendance and participation | a lecture | Measures of central tendency | | ٢ | ٨ |
| Attendance and participation | a lecture | Arithmetic mean and methods of calculating it | | ٢ | ٩ |

| | | | | | |
|------------------------------|-----------|---|--|---|----|
| Attendance and participation | a lecture | The median and its calculation methods | | ٢ | ١٠ |
| Attendance and participation | a lecture | Loom and methods of calculating it | | ٢ | ١١ |
| a test | a test | First semester exam | | | ١٢ |
| Electronicall y | a lecture | scales Relative status | | ٢ | ١٣ |
| Electronicall y | a lecture | -Decimals -Quarters Percentiles and their calculation methods | | ٢ | ١٤ |
| Electronicall y | a lecture | percentile rank calculation | | ٢ | ١٥ |
| Electronicall y | a lecture | Dispersion measures | | ٢ | ١٦ |
| Electronicall y | a lecture | Range and methods of calculating it | | ٢ | ١٧ |
| Electronicall y | a lecture | Standard deviation and methods of calculating it | | ٢ | ١٨ |
| Electronicall y | a lecture | and methods Variance of calculating it | | ٢ | ١٩ |
| Electronicall y | a lecture | Correlation coefficients | | ٢ | ٢٠ |
| Electronicall y | a lecture | Pearson's correlation coefficient | | ٢ | ٢١ |
| Electronicall y | a lecture | Spearman's correlation coefficient | | ٢ | ٢٢ |
| Electronicall y | a lecture | Baeseryl correlation coefficient | | ٢ | ٢٣ |
| Electronicall | a lecture | Phi correlation | | ٢ | ٢٤ |



| | | | | | |
|----------------|-----------|-------------------------------------|--|---|----|
| y | | coefficient | | | |
| Electronically | a lecture | concordance correlation coefficient | | ٢ | ٢٥ |
| a test | a test | Second semester exam | | ٢ | ٢٢ |

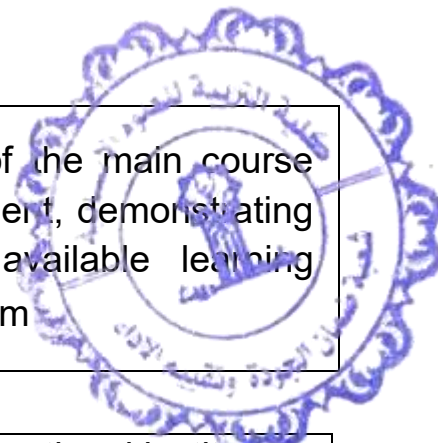


Academic Program Description

2nd Stage

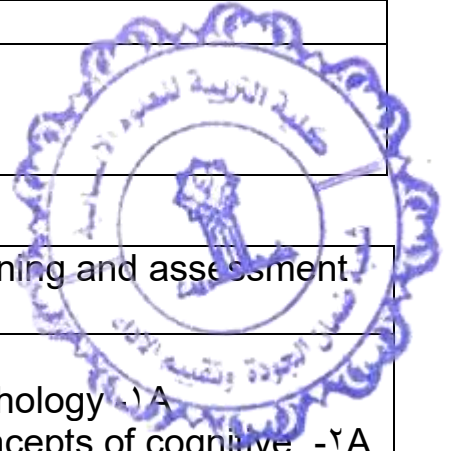
Cognitive Psychology

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning . description opportunities. It must be linked to the program



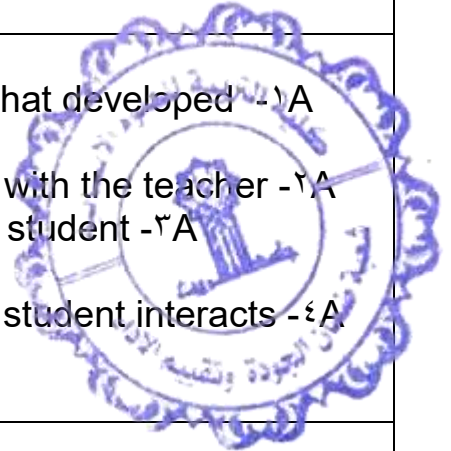
| | |
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| Ministry of Higher Education and Scientific Research | 18. Educational institution |
| College of Education for Humanities/Department of Educational and Psychological Sciences | 19. Scientific Department / Center |
| Vlvutxx | 20. Course Name/Code |
| undergraduate - Mandatory attendance students | 21. Available attendance forms |
| Semester 2020-2021 | 22. semester/year |
| (hours per week (A+B+C) | 23. Number of study hours (total) |
| | 24. Date this description was prepared |
| 25. Course objectives | |
| 1- Helping students gain a comprehensive understanding of the of cognitive psychology theoretical frameworks | |
| 2- Enabling students to become familiar with the theories that contributed to the development of cognitive psychology | |
| 3- Enhancing students' understanding of cognitive psychology concepts and raising their awareness of these concepts | |
| 4- roviding the Ministry of Higher Education with specialized staff in P psychology | |
| 5- Providing students with educational and cognitive skills and | |

| |
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| .applications and transferring them into public life |
| |
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| |

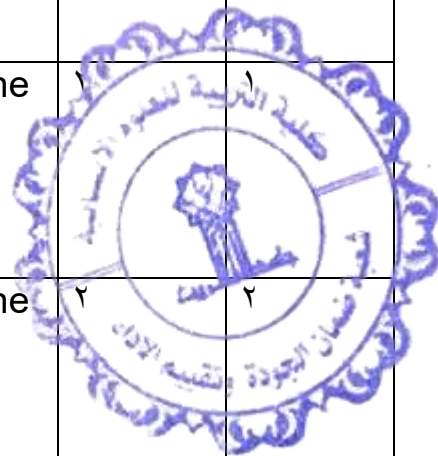


| |
|--|
| 34. methods Course outcomes, teaching, learning and assessment |
| <p>Cognitive objectives - A</p> <p>.The student will be able to define cognitive psychology -١A The student should be able to understand the concepts of cognitive -٢A .psychology le to understand cognitive stylesTo be ab -٣A able to apply the methods and concepts The student should be -٤A .specific to cognitive psychology .The student should be familiar with cognitive psychology models -٥A The student should be familiar with the modern skills and -٦A and helped in techniques that have developed cognitive psychology .understanding it</p> |
| <p>.Course specific skill objectives -B</p> <p>The student should be able to choose appropriate cognitive - ١B .methods to solve problems The student should be able to use manual skills with a cognitive - ٢B .background dent should be able to choose the appropriate methods for The stu - ٣B .presenting the scientific material The student should be able to solve problems related to -٤B .understanding the study material</p> |
| <p>Teaching and learning methods</p> |
| <p>Standard inductive method - Discussion method- The inductive method - Problem solving method -</p> |
| <p>Evaluation methods</p> |
| <p>-:Structural evaluation .Such as oral questions and class discussion during the lecture</p> |

| |
|---|
| <p>-:Diagnostic assessment decisions Daily, monthly and final exams to issue pass and fail Class discussion and homework</p> |
| <p>based goals-Emotional and value -C The student should feel the value of the theories that developed -١A .cognitive psychology .The student should discuss the topic of memory with the teacher -٢A responds to cognitive methods and chooses The student -٣A .appropriate methods to solve problems with the study material and suggests how to The student interacts -٤A .apply it in reality</p> |
| <p>Teaching and learning methods</p> |
| <p>.The student represents a good role model - Forming a general category of good values- Providing psychological motivation to achieve emotional goals</p> |
| <p>Evaluation methods</p> |
| <p>Affective goals are not assessed through traditional tests, but rather nd following the depend on observing the student's behavior, discussing a academic material, and his love for the material presented by the teacher. This contributes to forming positive feelings about the material and linking .it to family values, for example, or the values of love and peace</p> |
| <p>General and transferable skills (other skills related to employability - D .(and personal development confidence-Enhancing self-١D Choosing sound adaptation methods-٢D Commitment to professional ethics -٣D Learning leadership and guidance skills -٤D</p> |



| 35. structure Course | | | | | |
|---------------------------------|---|--|------------------------------|---------|------|
| Evaluation method | Teaching method | Unit name/topic | Required learning outcomes | watches | week |
| Classroom performance and exams | -Lecture -Discussion -Interrogation | Historical development of cognitive psychology | Understand the lecture topic | ٢ | ١ |
| Classroom performance and exams | -Lecture -Discussion -Interrogation | Remembering and forgetting | Understand the lecture topic | ٢ | ٢ |
| Classroom performance and exams | -Lecture -Discussion -Interrogation | information processing | Understand the lecture topic | ٢ | ٣ |
| Classroom performance and exams | -Lecture -Discussion -Interrogation | Cognitive styles | Understand the lecture topic | ٢ | ٤ |
| Classroom performance and exams | -Lecture -Discussion -Interrogation | Thinking and its methods | Understand the lecture topic | ٢ | ٥ |
| Classroom performance and exams | -Lecture -Discussion -Interrogation | Attention | Understand the lecture topic | ٢ | ٦ |
| Classroom performance and exams | -Lecture -Discussion -Interrogation | perception | Understand the lecture topic | ٢ | ٧ |
| 36. infrastructure | | | | | |



| | |
|--|---|
| <p>Psychology, authored by Dr. Fakhri Cognitive Abdel Hadi, Osama Publishing and Distribution .٢٠٠٩House, Amman, Jordan, Proceeding in accordance with the required - .ministerial terms</p> | <p>Required textbooks -١</p> |
| <p>Cognitive Psychology, by Dr. Fakhri Abdel Osama Publishing and Distribution ‹Hadi ٢٠٠٩House, Amman, Jordan, Cognitive Psychology, written by Dr. Emtithal st ed. ١Lubnani, -Manhal Al-Din, Dar Al-Zein El .٢٠٠٧</p> | <p>Main references -٢ (sources)</p> |
| <p>written by Dr. Emtithal ‹Cognitive Psychology st ed. ١Lubnani, -Manhal Al-Din, Dar Al-Zein El .٢٠٠٧ Scientific reports and previous studies-</p> | <p>Recommended books -A and references (scientific (.journals, reports, etc</p> |
| <p>) Psychology Library https://aialibrary.com/product-category/%D9%85%D9%83%D8%AA%D8%A8%D8%A9-%D8%B9%D9%84%D9%85-%D8%A7%D9%84%D9%86%D9%81%D8%B3/) Cognitive Psychology Books https://www.noor-book.com/tag/%D8%B9%D9%84%D9%85-%D8%A7%D9%84%D9%86%D9%81%D8%B3-%D8%A7%D9%84%D9%85%D8%B9%D8%B1%D9%81%D9%8A</p> | <p>Electronic references, -B ...websites</p> |



| |
|---|
| <p>37. Curriculum Development Plan</p> |
| <p>Developing the subject of cognitive psychology by utilizing modern educational technology into the subject to resources and integrating achieve student understanding and analysis of the subject so that the student can apply and transfer what he has understood and learned from the subject of cognitive psychology to the social, classroom, and family .environment</p> |



Course Description Form

٣ Stage

Teaching Methods

Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the whether the student has made the most of the student, demonstrating available learning opportunities. It must be linked to the program .description

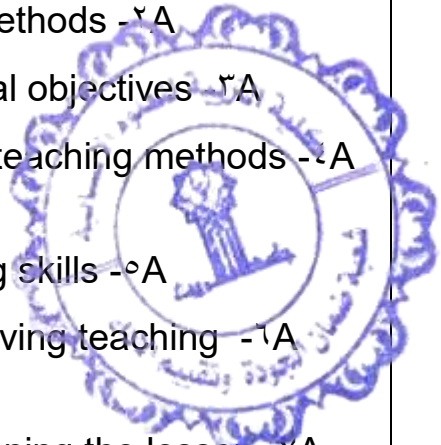
Tikrit University / College of Humanities

26. Educational institution

| | |
|--|---------------------------------------|
| psychology | 27. Scientific Department / Center |
| General teaching methods | 28. Course Name/Code |
| year students-Third | 29. Available attendance forms |
| annual | 30. semester/year |
| hours ٦٠ | 31. Number of study hours (total) |
| ٢٠٢٥-٢٠٢٤ | 2. Date this description was prepared |
| 33. Course objectives | |
| and teaching Making students understand the nature of curricula -A .methods and their role in the educational process | |
| .based methods-Enabling students to learn about traditional teacher -b | |
| .Students know the teaching methods that are based on the student -C | |
| objectives and how to formulate Students' familiarity with educational -C .them | |
| .Providing students with teaching skills -e | |
| .Students' knowledge of planning educational lessons - | |
| .Students' understanding of evaluation, its types and tools -Z | |

38. methods Course outcomes, teaching, learning and assessment

| |
|---|
| <p style="text-align: center;">Cognitive objectives -A</p> <p style="text-align: center;">.The student should know how to teach -١A</p> <p style="text-align: center;">.The student should know the teaching methods -٢A</p> <p style="text-align: center;">.The student should list the types of educational objectives -٣A</p> <p style="text-align: center;">and The student should explain the development of teaching methods -٤A .their classification</p> <p style="text-align: center;">.The student should mention the teaching skills -٥A</p> <p style="text-align: center;">The student should explain the purposes of observing teaching -٦A .behavior</p> <p style="text-align: center;">.The student should explain the importance of planning the lesson -٧A</p> |
| <p style="text-align: center;">.objectives Course specific skill -B</p> <p style="text-align: center;">The student should draw a diagram showing the classification of - ١B .teaching methods</p> <p style="text-align: center;">solving -The student designs a model lesson (using the problem - ٢B (method</p> <p style="text-align: center;">.The student uses the data show device to display a daily study plan - ٣B</p> <p style="text-align: center;">student should formulate behavioral objectives for the personality The -٤B .subject on the board</p> |
| <p>Teaching and learning methods</p> |
| <p>Lecture, discussion, short reports, induction and analogy, and problem) (solving</p> |
| <p>Evaluation methods</p> |
| <p>Oral exams - (and objective Written tests (essay - (play-Performance tests (paper and pen and role - Electronic calendar and question banks -</p> |
| <p style="text-align: center;">based goals-Emotional and value -C</p> <p style="text-align: center;">.The student should be inclined to study curricula and teaching methods -١A</p> <p style="text-align: center;">.teaching methods The student should like the teacher's -٢A</p> |

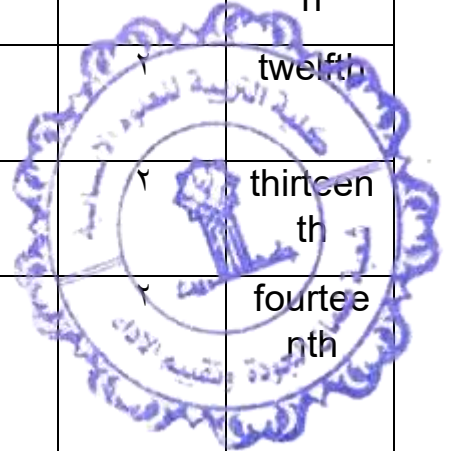


| |
|---|
| <p>The student should interact with the way the teaching methods material -٣A .is presented</p> |
| <p>thodsTeaching and learning me</p> |
| <p>(Discussion, lecture, and interrogation)</p> |
| <p>Evaluation methods</p> |
| <p>Achievement tests (and observation experimental methods (interview-Non Student feedback</p> |
| <p>General and transferable skills (other skills related to employability and -D (personal development Verbal communication -١D Oral question presentation skill -٢D Teamwork -٣D</p> |



| 39. Course structure | | | | | |
|----------------------|----------------------------|---|---------------------------|----------|------------|
| Evaluation method | Teaching method | Unit name/topic | Required learning outcome | 6. hours | Week 3. |
| Oral exam | Lecture | The meaning and trends of teaching | Bachelor of Psychology | 2 | the first |
| = | Discussion | Teaching theories | = | 2 | the second |
| formative test | Lecture | Concepts of teaching methods and approaches | = | 2 | the third |
| = | interrogation | Teaching objectives | = | 2 | Fourth |
| Oral exam | Discussion | Development of teaching methods | = | 2 | Fifth |
| = | Lecture | Traditional and modern classification of teaching methods | = | 2 | Sixth |
| = | Discussion and measurement | recitation method | = | 2 | Seventh |
| Written midterm exam | semester exam | semester exam | = | 2 | The eighth |
| Oral exam | Problem solving | Advanced Lecture | = | 2 | Ninth |
| = | Lecture | Advanced | = | 2 | tenth |

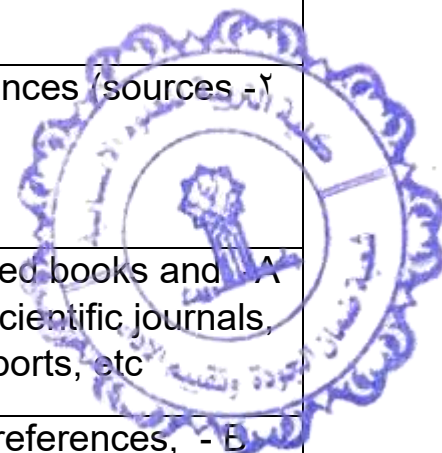
| | | | | | |
|----------------|---------------------------|--|---|---|-------------|
| | | organizations | | | |
| = | = | Exploration method | = | ٢ | Eleventh |
| = | = | Problem solving method | = | ٢ | twelfth |
| = | Short reports | Interrogation method | = | ٢ | thirteenth |
| = | Discussion | Teaching skills: preparation, closure, and feedback | = | ٢ | fourteenth |
| = | = | and stimuli diversification skills | = | ٢ | fifteenth |
| = | = | Question presentation skill | = | ٢ | sixteenth |
| formative test | Measurement and induction | Teaching behavior purposes and) (types | = | ٢ | seventeenth |
| = | = | Factors affecting teacher behavior and tools for observing teaching behavior | = | ٢ | eighteenth |
| = | = | Lesson planning | = | ٢ | nineteenth |
| = | = | Types of study | = | ٢ | Twenty |



| | | | | | |
|----------------|-----------------|--|---|---|-----------------|
| | | plans | | | |
| Written test | semester exam | semester exam | = | ٢ | -twenty one |
| formative test | Problem solving | Sample study plans | = | ٢ | -twenty second |
| = | = | cooperative learning | = | ٢ | -twenty third |
| Oral exam | Lecture | Constructive learning strategy | = | ٢ | -twenty fourth |
| = | Measurement | Learning cycle examples | = | ٢ | -twenty fifth |
| = | Discussion | Concept mapping strategy | = | ٢ | -twenty sixth |
| = | interrogation | Practical lessons on constructivist learning | = | ٢ | -twenty seventh |
| = | Lecture | The concept of its evaluation importance and methods | = | ٢ | -twenty eighth |
| Written test | semester exam | semester exam | = | ٢ | -twenty ninth |
| Oral exam | Lecture | Types of assessment for the lesson and its areas | = | ٢ | thirty |

40. infrastructure

| | |
|--|---|
| General Teaching Methods / Dawood Muhammad and Majeed Mahdi Maher Muhammad | Required textbooks - ١) |
| -Teaching Compass / Dr. Nidal Muzahim Al Azzawi | (Main references / sources - ٢) |
| Scientific journals, periodicals and research in the specialty | Recommended books and A references (scientific journals, (.reports, etc |
| Websites (Google and YouTube) and social .media in the specialty | Electronic references, - B ...websites |



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| 41. Curriculum Development Plan |
| <ul style="list-style-type: none"> - .Developing the educational content by deleting, adding and replacing of the subject and Using modern teaching methods according to the nature .the level of the learners from time to time - Using modern assessment methods such as alternative and electronic . assessment and portfolio |

Academic Program Description

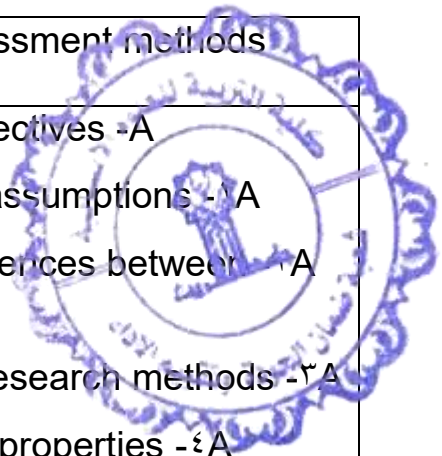
3rd Stage

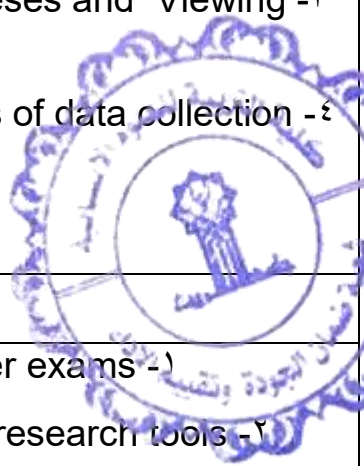
Educational Research Methodology

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program.

| | |
|--|--|
| Tikrit University | 34. Educational institution |
| College of Education for Humanities/Department of Educational and Psychological Sciences | 35. Scientific Department / Center |
| Educational research methods | 36. Course Name/Code |
| Electronic | 37. Available attendance forms |
| annual | 38. semester/year |
| hours ٦٦ | 39. Number of study hours (total) |
| ٢٠٢٥-٢٠٢٤ | 40. Date this description was prepared |
| 41. Course objectives | |
| Preparing competent graduates who have the ability to plan, prepare and .teaching institutions implement research in educational and | |
| | |
| | |

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|---|
| <p>42. Course outcomes, teaching, learning and assessment methods</p> |
| <p>For the student to get to know Cognitive objectives -A</p> <p>.General concepts of scientific methods and their assumptions -١A social sciences, humanities and Discovering the differences between -١A .applied sciences</p> <p>.Historical, descriptive, experimental and comparative research methods -٢A .Steps of the descriptive approach, its types and properties -٤A .Tools used in scientific research methods -٥A of the theoretical and applied scientific research The importance -٦A .methodology</p> |
| <p>. Course specific skill objectives -B</p> <p>The student learns the methods of preparing and constructing the - ١B -١B .tools used in collecting data</p> <p>of the research problem, The student should understand the meaning - ٢B .its sources, and how to study and evaluate it</p> <p>Providing the student with the necessary information and knowledge on - ٣B .how to use scientific references</p> <p>The student learns to prepare a plan to research educational and -٤B .ological problems in terms of title, importance and needpsych</p> <p>Formulating hypotheses, defining terms and procedures, and presenting .and interpreting results</p> <p>Enabling the student to prepare experimental designs, how to control -٥B .ultsthem, and interpret their res</p> |
| <p>Teaching and learning methods</p> |



| | |
|---|---|
| <p>.The method of delivery -١</p> <p>.The method of dialogue and discussion -٢</p> <p>different models of research and reviewing master's theses and Viewing -٣ . doctoral dissertations</p> <p>tools (questionnaire, interview, Review different models of data collection -٤ (observation, tests</p> |  |
| <p>Evaluation methods</p> | |
| <p>.Conducting immediate, monthly and semester exams -١)</p> <p>.Assigning students to prepare and design various research tools -٢)</p> <p>students and primary and Applying information collection tools to college -٣) .secondary school students</p> | |
| <p>based goals-Emotional and value -C</p> <p>Training students to acquire basic skills in how to deal with respondents -١A .and establish relationships</p> <p>to conduct Friendly with them in order to obtain sufficient information .research</p> <p>Providing the student with skills that make him more capable of -٢A .choosing research topics and designing a plan</p> <p>Appropriate research and how to implement it according to the principles of .scientific research</p> <p>finding -٣A 'Developing students 'tcaf ,slliks hcraser retsam ot seitiliba .methods, and knowing the true causes</p> <p>.Behind the various social phenomena that appear in society</p> <p>Providing students with the skills of patience and endurance in order to -٤A .complete research obtain the data necessary to</p> | |
| <p>Teaching and learning methods</p> | |
| <p>Designing plans for different types of research (historical, descriptive, -١) (.experimental, comparative, etc</p> | |

.Designing research tools and how to apply them -٢

Evaluation methods

designs prepared by students by awarding them marks for Evaluating the -١
.their implementation

Correcting the research plans prepared by students and awarding them -٢
.grades

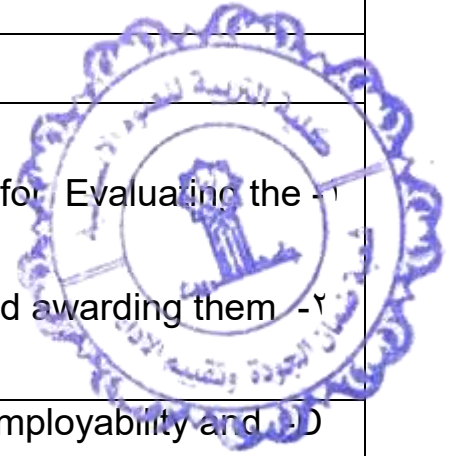
General and transferable skills (other skills related to employability and -٣)
(development personal

.Research design skill -١)D

.Skill in designing and applying data collection tools -٢D

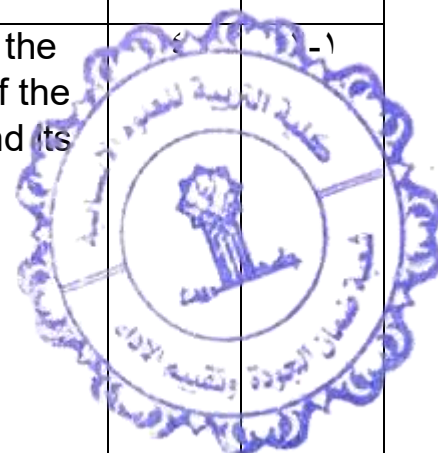
.Reference writing skill -٢D

.Skill of preparing a research plan -٤D

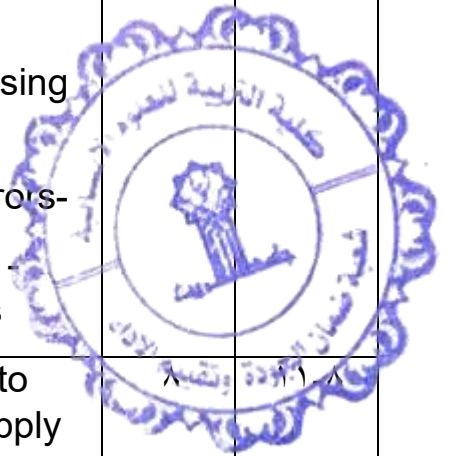


43. Course structure

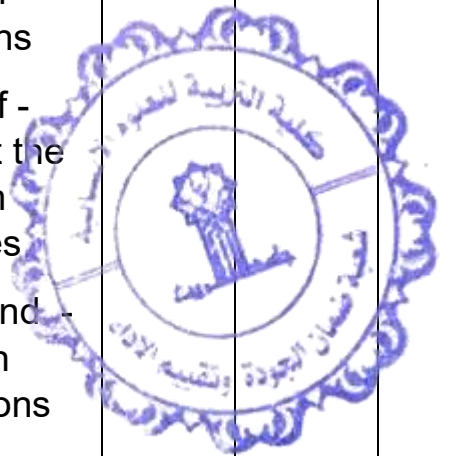
| Evaluation method | Teaching method | Unit name/topic | Required learning outcomes | watch es | week |
|---------------------------------|---|---|--|----------|------|
| Direct questions, instant exams | The - delivery Dialogue - and discussion - Participatio n through direct implementa tion by students | Introduction to Research Methods | Learn about the importance of the curriculum and its stype | ٤-١ | ١-٤ |
| Direct questions, instant exams | The- delivery Dialogue - and discussion - Participatio n through direct implementa tion by students | General concepts of the scientific method | Learn about: Basic concepts in curricula Assumptions on - which the scientific .method is based Objectives of the - scientific method Multiple research - methods in educational and psychological sciences | ٦ | ٤-٣ |
| Oral questions and paper tests | The - delivery Dialogue - and discussion | Samples | :Learn about Some statistical - concepts Some - considerations | ٦ | ٧-٥ |



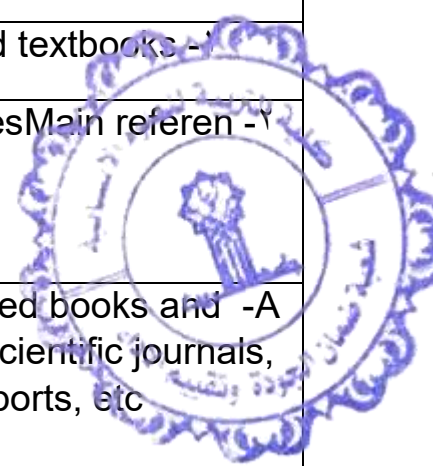
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| | - Participatio n through direct implementa tion by students | | when selecting samples Sample selection steps Benefits of using samples Sampling errors- Sampling methods | | |
| Oral questions and paper tests Assign students to bring samples of questionnai res and .scales | The - delivery Dialogue - and discussion - Participatio n through direct implementa tion by students | Search tools | Learn how to design and apply :the following tools .Questionnaire- .The interview - .Note - Tests and - measures | | |
| Oral questions and paper tests | The - delivery Dialogue - and discussion - Participatio n through direct implementa tion by students | Descriptive research method | :Learn about Theoretical - .foundations The type of - problems that this research .addresses Procedures and - application considerations Types of descriptive | ٦ | ١٤-١٢ |



| | | | | | |
|---|--|------------------------------|--|---|-------|
| | | | .research | | |
| <p>Oral questions and paper tests</p> <p>Assign students to bring samples of .designs</p> | <p>The - delivery</p> <p>Dialogue - and discussion</p> <p>- Participatio</p> <p>h n throug</p> <p>direct implementa</p> <p>tion by students</p> | Experimental research method | <p>:Learn about</p> <p>Theoretical - .foundations</p> <p>The type of - problems that the curriculum .addresses</p> <p>Procedures and - application considerations</p> <p>Sample of - experimental designs</p> | ٦ | ١٧-١٥ |
| <p>Oral questions and paper tests</p> <p>Assign students to bring research .samples</p> | <p>The - delivery</p> <p>Dialogue - and discussion</p> <p>- Participatio</p> <p>n through direct implementa</p> <p>tion by students</p> <p>Visit the library</p> | Writing a research report | <p>The student :learns</p> <p>Contents of the - research report</p> <p>Initial research - plan</p> <p>Writing a - research report</p> <p>Considerations to be taken into account when writing the report</p> <p>How to write sources</p> | ٤ | ١٩-١٨ |



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|--|--|
| 44. infrastructure | |
| Educational research methods | Required textbooks -A |
| Research Methods Between Theory and Practice | (ces (sourcesMain referen -B |
| Scientific Research Methods by Suhail Rizq Research Methods and Writing the Research Proposal, by Sami Tayeh | Recommended books and -A references (scientific journals, (.reports, etc |
| - Scientific Research Methodology Rules, Stages, and Applications Scientific Research: An Applied Guide for Researchers Foundations and principles of scientific research | Electronic references, -B ...websites |





Academic Program Description

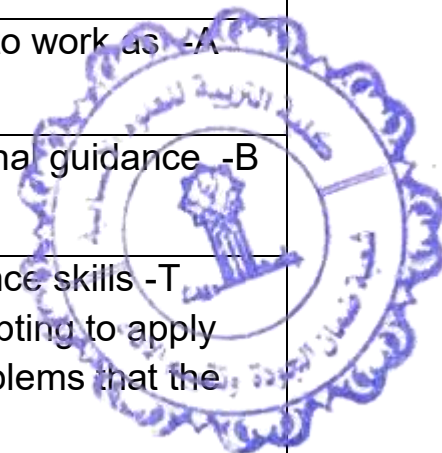
3rd Stage

Educational and psychological guidance material

This academic program description provides a brief overview of the most important characteristics of the program and the learning outcomes expected of the student, demonstrating whether he or she has made the most of the available opportunities. It is accompanied by a description of each course within the program.

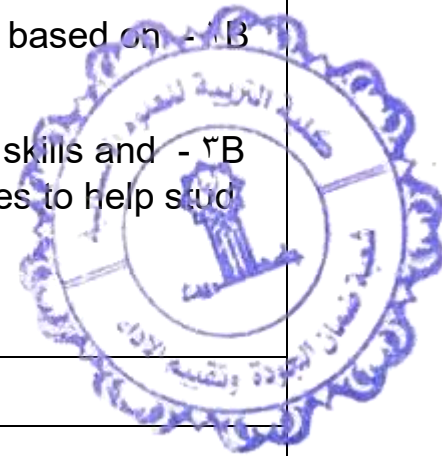
| | |
|--|--|
| Tikrit University / College of Education for Humanities | 56. Educational institution |
| Educational and Psychological Sciences | 57. Scientific Department Center / |
| Educational and psychological guidance | 58. Name of academic or professional program |
| Educational and Psychological Sciences - Bachelor of Education | 59. Final Certificate Name |
| annual | 60. Academic system :Annual/Courses/Other |
| | 61. Accredited Certification Program |
| temporary suspension Corona pandemic and -1 of work Some skills and applications require a live -2 environment (traditional classroom lessons | 62. Other external influences |

| | |
|--|-------------------------------------|
| ٢٠٢٥-٢٠٢٤ | 63. Description preparation date |
| 64. Academic program objectives | |
| Providing the Ministry of Education with specialized staff to work as -A .guides in secondary schools educational | |
| Enabling students to become familiar with modern educational guidance -B .methods and techniques | |
| to work as an effective Providing the necessary guidance skills -T educational guide within the school framework, and attempting to apply them practically at the university while addressing the problems that the .guide may face in the school environment | |
| ities that are important for the Developing cognitive and analytical abil -d work of the educational counselor by presenting the most important .problems facing adolescents in school | |



| | |
|---|--|
| 65. Required program outcomes, teaching, learning and assessment methods | |
| ث- Cognitive objectives | |
| be able to identify the general framework of The student should -١A (guidance (concept, principles, foundations, and objectives | |
| The student should be able to understand and comprehend guidance -٢A .theories and techniques, especially the most recent and effective ones | |
| students become familiar with the various types of guidance That -٣A (methods (individual, group, direct and indirect | |
| That students understand how to collect information using various -٤A .methods | |
| his role That students learn about the role of the school counselor and -٥A .in providing career guidance to school students | |
| .That students are familiar with the guidance programs -٦A | |
| .Identifying the nature of the guidance process -٧A | |

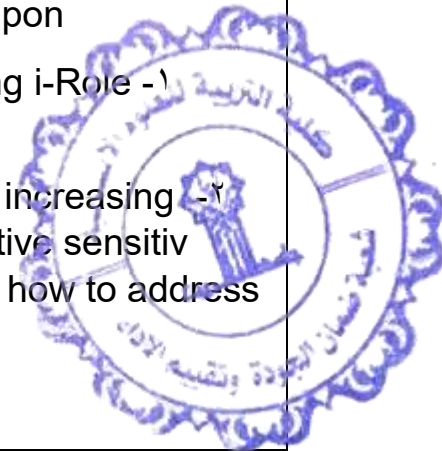
| |
|--|
| <p style="text-align: center;">:Program skill objectives -B</p> <p>diagnose students' The student should be able to understand how to -١B .ms in schoolsproble</p> <p>The student should be able to build a guidance relationship based on -١B .professional foundations to help students</p> <p>That the student be able to apply the appropriate guidance skills and -٢B ents solve their problems, whether individually or techniques to help stud .collectively, through guidance programs</p> |
| <p style="text-align: center;">Teaching and learning methods</p> |
| <p style="text-align: center;">.The standard (inductive) method- .Discussion method- .Presenting the material through graphics - .(of the material Story models (illustrative -</p> |
| <p style="text-align: center;">Evaluation methods</p> |
| <p style="text-align: center;">up, -Formative assessment (class discussion, homework and follow- .(classroom assessment</p> <p style="text-align: center;">Diagnostic assessment (midterm and final exams to issue decisions of - (success and failure</p> |
| <p style="text-align: center;">.Emotional and value goals -C</p> <p>Educating students about the role of the educational counselor as an -١A .assistant to the student seeking counseling</p> <p style="text-align: center;">.Developing the humanitarian role and avoiding fanaticism -٢A</p> <p>Emphasizing professionalism, freedom of choice, and seeking advice in -٢A .unselor's relationship with studentsthe co</p> <p style="text-align: center;">.Enhancing the societal role of the counseling profession -٤A</p> |
| <p style="text-align: center;">Teaching and learning methods</p> |



Affective objectives do not rely on traditional teaching methods, because taught like cognitive based objectives that cannot be- they are value objectives. Therefore, the following are relied upon

1- Role playing is one of the most important teaching methods in playing
2- psychological counseling

Through the research method: Case study with the aim of increasing sensitivity, and searching for problems in society and the cognitive sensitivities experiences the student went through during his studies and how to address them



Evaluation methods

Affective goals are not assessed through traditional tests. Rather, they rely on behavior, interviewing them, discussing them, and observing students monitoring their relationship with the educational environment, thus providing a cumulative record of their representation of affective and value based goals

3-D other skills (General and transferable skills and skills related to employability and personal development)

1-D Scientific dialogue and discussion skills

2-D Modern technology skills in communications, documentation and communication with scientific institutions and centers

3-D Teamwork skills, especially in scientific research

4-D Skills in solving educational problems using educational and psychological programs and methods

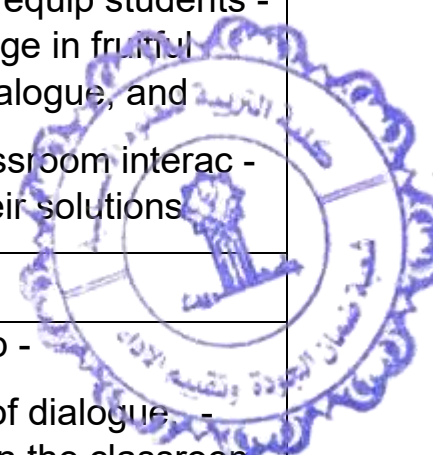
5-D Presentation of additional sources of the scientific material provided to students, which can be referred to by students

Teaching and learning methods

.The inductive (deductive) method-

.Problem solving method-

Preparing virtual training courses and seminars (currently) to equip students -
with the ability to communicate with the community, engage in fruitful
.solve educational problems using scientific methods dialogue, and
tion and exchange of opinions between the student and Classroom interac -
.the teacher to raise learning difficulties and discuss their solutions



Evaluation methods

.theoretical tests 'Written, individual and group -

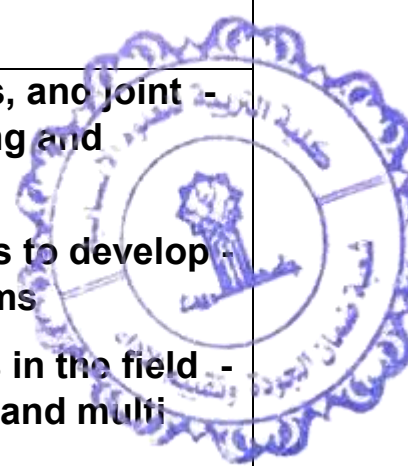
Direct observation of students' performance in the areas of dialogue, -
intellectual and scientific communication, and teamwork within the classroom
.and the college and university environment

earch to test their ability to think, Assigning students to prepare scientific res
.draw conclusions, and solve problems

66. Program structure

| Credit hours | | Course name | Course code | Academic stage |
|--------------|-------------|--|-------------|----------------|
| practical | theoretical | | | |
| | hours ٢ | Educational and psychological guidance | | Third |
| | | | | |
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| 67. Planning for personal development |
| <p>Scientific communication through seminars, conferences, and joint work with qualified cadres in the fields of counseling and psychotherapy</p> <p>the Reviewing international specialized studies and books to develop ability to research and solve scientific problems</p> <p>Engage in acquiring modern scientific expertise and skills in the field of counselling and psychotherapy and its innovative and multi-methodological techniques</p> |
| 68. Conditions for admission to a college or Admission Criteria (setting regulations) (institute) |
| <p>Admission to the college follows the central distribution system adopted by the Ministry of Higher Education and Scientific Research, according to the admission form for Iraqi universities and institutes and by balancing the student's desire and the total he obtained</p> |
| 69. The most important sources of information about the program |
| <p>.Decisions of the sectoral committee-</p> <p>Principles of Psychological and Educational Guidance Book: Prof. Dr. - University of Baghdad, Ministry of Higher Education and Scientific Research (1998) Dahri -Al Saleh Hassan</p> <p>The book of educational and psychological guidance: Asst. Prof. Dr. - University of Mosul, Ministry of Higher Education and Scientific Research (2012) Bajari -Ahmed Younis Al</p> |



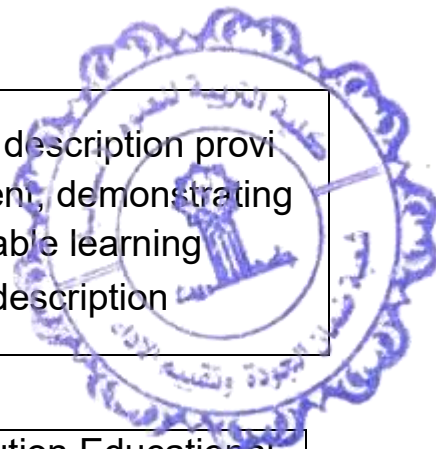
Academic Program Description

Stage

Comparative Education

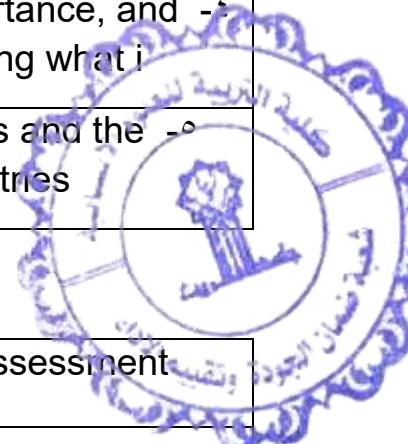
For the Humanities

des a concise summary of the main course This course description provi
 features and the learning outcomes expected of the student, demonstrating
 whether the student has made the most of the available learning
 . opportunities. It must be linked to the program description



| | |
|--|--|
| Ministry of Higher Education and Scientific Research / Tikrit University | 70. institution Educational |
| College of Education for Human Sciences / Department of Educational and Psychological Sciences | 71. Scientific Department / Center |
| Comparative education | 72. Name of academic or professional program |
| Bachelor of Educational and Psychological Sciences | 73. Final Certificate Name |
| annual | 74. :Academic system Annual/Courses/Other |
| | 75. Accredited Certification Program |
| | 76. Other external influences |
| ٢٠٢٥-٢٠٢٤ | 77. Description preparation date |
| 78. program objectives Academic | |
| Providing the Ministry of Education with specialized staff to teach social psychology and increase their knowledge of comparative education in secondary schools -١) | |
| Enabling students to master building social relationships between -٢) | |

| |
|---|
| .students and teaching staff |
| students' awareness of the concepts of psychology and comparative education Enhancing -٣ |
| Raising students' awareness of social relations and their importance, and education s happening around them in the field of knowing what i -٤ |
| Providing the graduate with psychological skills and methods and the ability to benefit from the experiences of other countries -٥ |



| |
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| 79. Required program outcomes, teaching, learning and assessment methods |
| <p>ج- Cognitive objectives</p> <p>١A - The student should be able to master comparative education methods</p> <p>٢A - The student should be able to understand the concepts of comparative education</p> <p>٣A - The student should be familiar with all the methods of psychology and comparative education the world's achievements in the field of c</p> <p>٤A - The student should be familiar with applying his role in social relations</p> <p>٥A - The student should be familiar with modern teaching methods</p> <p>٦A - To teach the student modern skills and techniques in the study of comparative education</p> |
| <p>Program skill objectives -B</p> <p>١B - The student should be able to master the comparative education of the scientific subject</p> <p>٢B - The student should be able to choose the appropriate teaching method and present it in an interesting way for each scientific subject, so that he can pr</p> <p>٣B - The student should be able to solve problems related to the student's understanding of the scientific material</p> |
| Teaching and learning methods |

.The standard (inductive) method-

Discussion method-

. method The inductive-

Problem solving method-

Thinking skills method -

Evaluation methods

Formative assessment (daily exams , class discussion, homework and -
.(up, class assessment-follow

Diagnostic assessment (midterm and final exams to issue decisions of -
(and failure success

.Emotional and value goals -C

The student is raised to use methods used by some countries through -¹A
.comparative education

Identifying the principles of comparative education -²A

ionsDeveloping the ability to apply his role in social relat -³A

Working to promote the teaching of comparative education and raise -⁴A
.students' awareness of its importance

Teaching and learning methods

based -do not rely on traditional teaching methods, because they are value
like cognitive objectives. Therefore, the objectives that cannot be taught
:following are relied upon

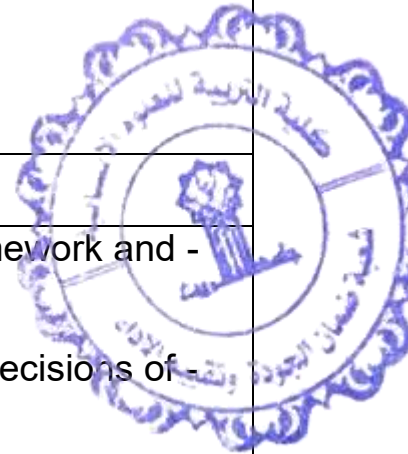
.The student should be a good role model for those around him -¹

.Forming a general category of good values-²

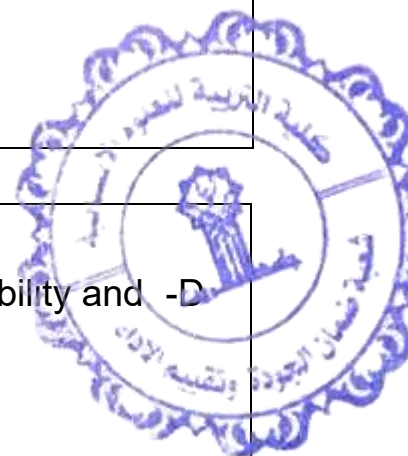
.Providing psychological motivation to achieve emotional goals -³

Evaluation methods

Affective goals are not assessed through traditional tests. Rather, they rely
on observing the student's behavior, interviewing and discussing them, and



monitoring their relationship with the educational environment, thus
-cumulative record of their representation of affective and value providing a
.based goals



General and transferable skills (other skills related to employability and -D
(personal development

.Scientific dialogue and discussion skills -١D

skills in communications, documentation and Modern technology -٢D
.communication with scientific institutions and centers

.Teamwork skills, especially in scientific research -٣D

Skills in solving educational problems using educational and -٤D
.psychological programs and methods

Teaching and learning methods

.Inductive (deductive) method -

.Problem solving method -

He held training courses and seminars to equip students with the ability to
communicate with society, engage in fruitful dialogue, and solve educational
.scientific methods problems using

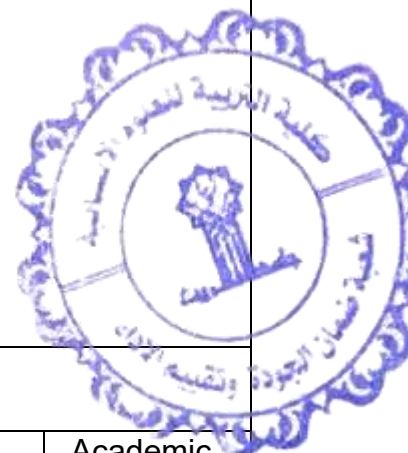
Classroom interaction and exchange of opinions between the student and
.the teacher to raise learning difficulties and discuss their solutions

Evaluation methods

.practical Oral and written tests, individual and group, theoretical and -

Direct observation of the student's performance in the areas of dialogue, -
intellectual and scientific communication, and teamwork within the classroom
.and the college and university environment

to test their ability to think, Assigning students to prepare scientific research
.draw conclusions, and solve problems



80. Program structure

| Credit hours | | Course name | Course code | Academic stage |
|--------------|-------------|--|-------------|---|
| practical | theoretical | | | |
| | ٢ | Comparative Education / Morning | | Second Department of Educational and Psychological Sciences |
| | ٢ | Comparative Education / Evening | | Second Department of Educational and Psychological Sciences |
| | ٨ | Supervising -١ four morning students Four evening -٢ | | Student supervision |

| | | | | |
|--|--|----------|--|--|
| | | students | | |
|--|--|----------|--|--|

| | |
|---|-----------------------------------|
| 81. Planning for personal development | |
| <p>Scientific communication through seminars, conferences, and joint work with qualified cadres in similar specializations</p> <p>Reviewing international studies in similar departments, to develop the ability to research and solve scientific problems in acquiring modern scientific experiences and skills in the field of modern technical communication</p> | <p>-</p> <p>-</p> <p>Engage -</p> |
| 82. Admission Criteria (setting regulations for admission to a college or institute) | |
| <p>Admission to the college follows the central distribution system adopted by the Ministry of Higher Education and Scientific Research, according to the admission form for Iraqi universities and institutes, and by balancing the student's desire and the total he obtained</p> <p>Admission to the Department of Educational and Psychological Sciences is subject to a competitive examination, with a balance between the student's desire for the sixth grade in secondary school</p> | |
| 83. The most important sources of information about the program | |

pplications in similar Link to the program on the Internet, and its a -
.universities

Training courses held by the University Quality and Performance -
Departments on the program in various institutes and colleges in
.Iraq



Academic Program Description

Stage

Personality Psychology

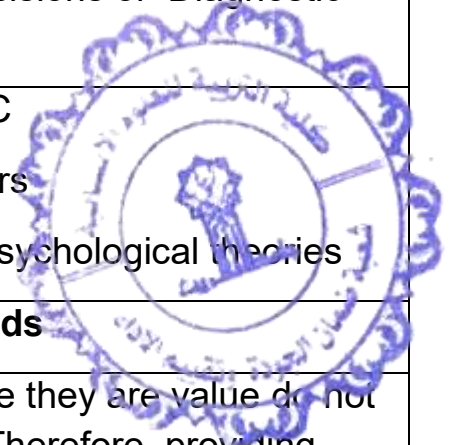
This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning . description opportunities. It must be linked to the program

| | |
|---|--|
| Tikrit University / College of Education for Humanities | 34. Educational institution |
| Educational and Psychological Sciences | 35. Scientific Department / Center |
| Personality Psychology | 36. Name of academic or professional program |
| Bachelor's degree | 37. Final Certificate Name |

| | |
|--|--|
| annual | 88. :Academic system Annual/Courses/Other |
| Educational program | 9. Accredited Certification Program |
| | 90. Other external influences |
| ٢٠٢٥-٢٠٢٤ | 1. Description preparation date |
| 92. Academic program objectives | |
| <p>personality development and growth, The student learns the dimensions of enabling him to analyze and evaluate personal opinions and theories in .g personality in the educational fieldterms of their importance in studyin</p> | |
| <p>ح- Cognitive objectives</p> <p>Know the concept of personality -١</p> <p>personality types List the -٢</p> <p>.Learn about psychological theories in personality psychology -٣</p> | |
| <p>Program skill objectives -B</p> <p>Choose the appropriate personality type-١</p> <p>.Individuals are treated according to their personality types -٢</p> <p>.psychological theories Apply the principles of-٣</p> | |
| Teaching and learning methods | |
| <p>.Discussion method and dialogue method-</p> <p>.Problem solving method-</p> | |
| Evaluation methods | |
| -Formative assessment (daily exams , class discussion, homework and follow - | |



| |
|---|
| <p>√ .(up, class assessment assessment (midterm and final exams to issue decisions of Diagnostic- (success and failure</p> |
| <p>.Emotional and value goals -C Democratic dialogue with others .Gain people's trust by applying the concepts of psychological theories</p> |
| <p>Teaching and learning methods</p> |
| <p>based -rely on traditional teaching methods, because they are value do not goals that cannot be taught like cognitive goals. Therefore, providing .psychological motivation is required to achieve affective goals</p> |
| <p>Evaluation methods</p> |
| <p>assessed through traditional tests. Rather, they rely Affective goals are not on observing the student's behavior, interviewing and discussing with him, and monitoring his relationship with the educational environment, which ation of affective and provides a cumulative record of the student's represent .based goals-value</p> |



| |
|---|
| <p>General and transferable skills (other skills related to employability and -D).(personal development Skills in solving educational problems using educational and psychological - .programs and methods</p> |
| <p>and learning methods Teaching</p> |

| |
|---|
| <p>Classroom interaction and exchange of opinions between the student and - .the teacher to raise learning difficulties and discuss their solutions</p> |
| <p>Evaluation methods</p> |
| <p>.practical Oral and written tests, individual and group, theoretical and -</p> |

| 93. Program structure | | | | |
|-----------------------|-------------|------------------------|-------------|----------------|
| Credit hours | | Course name | Course code | Academic stage |
| practical | theoretical | | | |
| ٢ | ٢ | Personality Psychology | | Third |
| | | | | |
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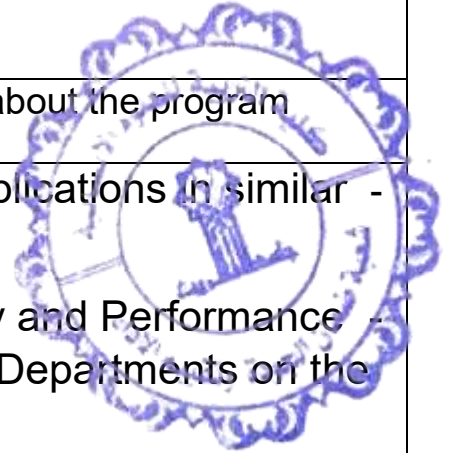
| 94. Planning for personal development | |
|---|--|
| <p>Scientific communication in acquiring modern scientific - experiences and skills in the field of modern technical .communication</p> | |
| <p>95. Admission Criteria (setting regulations for admission to a college or (institute</p> | |
| <p>Admission to the college follows the central distribution system - adopted by the Ministry of Higher Education and Scientific Research, according to the admission form for Iraqi universities</p> | |

al and institutes, and by balancing the student's desire and the tot
.he obtained

96. The most important sources of information about the program

Link to the program on the Internet, and its applications in similar -
.universities

Training courses held by the University Quality and Performance -
program in various institutes and colleges in Departments on the
.Iraq

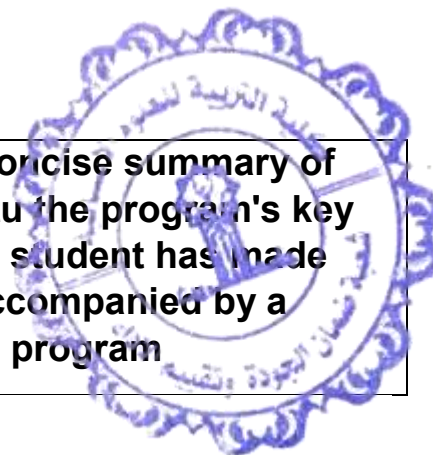


Academic Program Description

3 Stage

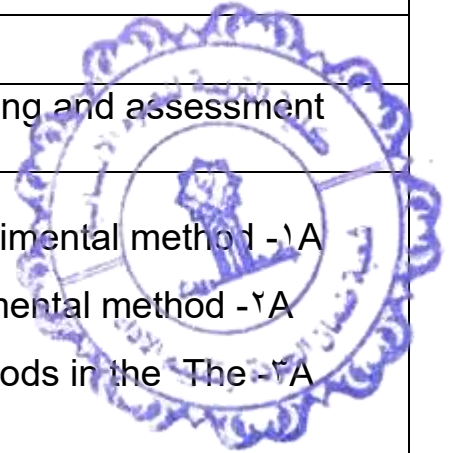
experimental psychology

This academic program description provides a concise summary of the program's key features and the learning outcomes the student is expected to achieve, demonstrating whether the student has made the most of the opportunities available. It is accompanied by a description of each course within the program.



| | |
|--|--|
| Tikrit University | 97. Educational institution |
| Humanities College of Education for experimental psychology | 98. Scientific Department Center / |
| Bachelor of Educational and Psychological Sciences | 99. Name of academic or professional program |
| annual | 100. Final Certificate Name |
| nothing | 101. Academic system Annual/Courses/Other |
| | 102. Accredited Certification Program |
| | 103. Other external influences |
| ٢٠٢٥-٢٠٢٤ | 104. Description preparation date |
| 105. Academic program objectives | |
| -١) Providing the Ministry of Education with specialized staff to work as guides educational | |
| -٢) Enabling students to master the subject of experimental research | |
| -٣) Enhancing students' abilities to work in experimental research | |
| -٤) The graduate acquires experimental research skills | |

| |
|---|
| .mental approaches Raising students' awareness of research and experi - ^o |
| |
| |
| 106. Required program outcomes, teaching, learning and assessment methods |
| <p>خ- Cognitive objectives</p> <p>.The student should be able to identify the experimental method 1 -1A</p> <p>.The student should be able to use the experimental method -2A</p> <p>student should be familiar with all research methods in the The -3A .experimental approach</p> <p>.The student should be able to apply the experimental method -4A</p> <p>The student should be familiar with models and types of experimental -^oA .research</p> <p>e means of collecting information in experimental The student learns th -5A .research</p> |
| Program skill objectives -B |
| <p>The student should be able to Familiarity with experimental psychology, -1B measurement and evaluation of scientific material</p> <p>choose the appropriate method for The student should be able to - 2B .presenting the material</p> <p>The student should be able to solve problems related to understanding - 3B .the scientific material</p> |
| Teaching and learning methods |
| <ul style="list-style-type: none"> - (Standard method (inductive <ul style="list-style-type: none"> - Discussion method - method Problem solving - Inductive (deductive) method |
| Evaluation methods |
| <ul style="list-style-type: none"> - Formative and formative assessment (daily exams, class discussions, (up, class assessment-homework and follow Diagnostic assessment (midterm and final exams to determine the student's |



(failure success or

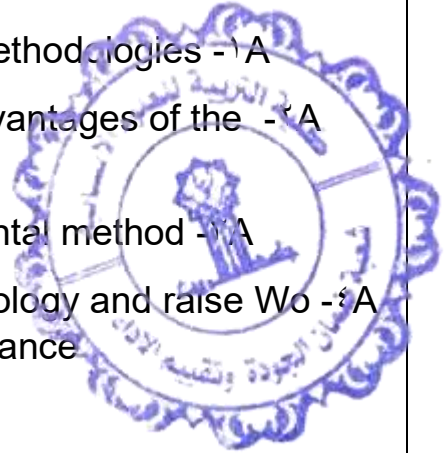
.Emotional and value goals -C

Educating the student to use experimental methodologies -١A

Identifying the principles , advantages and disadvantages of the -٢A
dexperimental metho

Developing the ability to apply the experimental method -٣A

Working to promote the teaching of experimental psychology and raise Wo -٤A
.students' awareness of its importance



Teaching and learning methods

Do not rely on traditional teaching methods for emotional goals, because
as cognitive goals . Therefore, they are value goals that cannot be taught
:we rely on

.The student should be a good role model for those around him -١

.Forming a general category of good values -٢

.Providing psychological motivation to achieve emotional goals -٣

Evaluation methods

are not assessed through traditional tests, but rather rely on observing the
student's behavior, interviewing and discussing him, and following up on his
relationship with the educational environment, which provides a cumulative
.affective and value goals n of record of his representatio

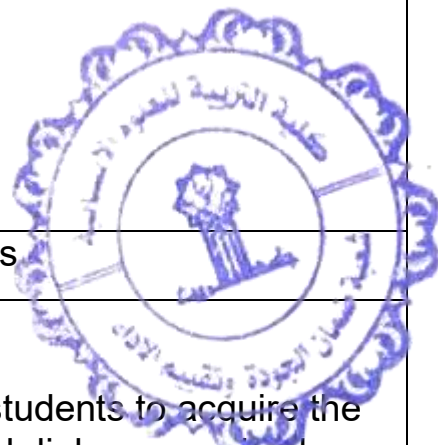
General and transferable skills (other skills related to employability and -D
(personal development

.Scientific dialogue and discussion skills -١D

Modern technology skills in communication, documentation and -٢D
.ation with scientific institutions and centerscommunic

Teamwork skills, especially in scientific research -٣D

Skills in solving educational problems using educational and -٤D
I programs and methods psychological



Teaching and learning methods

- .method (Inductive (deductive
- Problem solving method

Preparing training courses and seminars to enable students to acquire the ability to communicate with society, engage in fruitful dialogue, and solve educational problems using scientific methods
Exchange of opinions between the student and Classroom interaction and e
.the teacher to raise learning difficulties and discuss their solutions

Evaluation methods

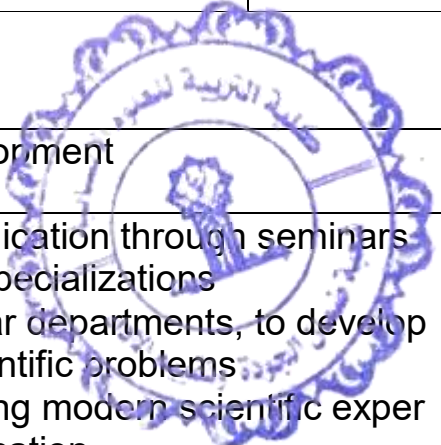
.Oral and written tests, individual and group, theoretical and practical
the areas of dialogue, Direct observation of students' performance in intellectual and scientific communication, and teamwork within the classroom
and the college and university environment

Assigning students to prepare scientific research to test their ability to think,
.infer, and solve problems

107. Program structure

| Credit hours | | Course name | Course code | Academic stage |
|--------------|-------------|-------------------------|-------------|----------------|
| practical | theoretical | | | |
| | ٢ | experimental psychology | | The third |
| | | | | |
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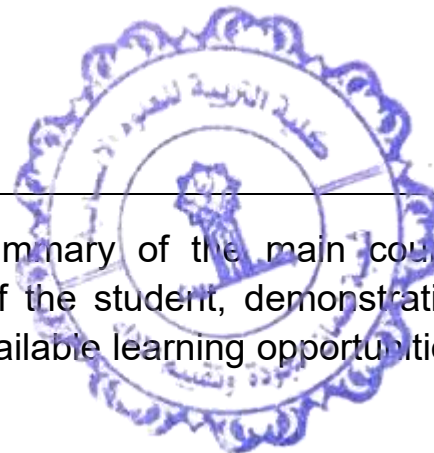


| |
|---|
| 108. Planning for personal development |
| <ul style="list-style-type: none"> - conferences, and joint work ‘Scientific communication through seminars with qualified personnel in similar specializations Reviewing international and local studies in similar departments, to develop the ability to research and solve scientific problems Engage in acquiring modern scientific experiences and skills in the field of modern technical communication |
| 109. Admission Criteria (setting regulations for admission to a college or institute) |
| <p>Admission to the college follows the central admission system adopted by the Ministry of Higher Education and Scientific Research, based on the admission form for Iraqi universities and institutes and the balance between the student’s desire and the overall grade point average obtained</p> <p>Acceptance into the Department of Educational and Psychological Sciences is subject to the student’s desire</p> |
| 110. The most important sources of information about the program |
| <ul style="list-style-type: none"> - Linking the program to the Internet and applying it in similar universities - Training courses held by the Quality and University Performance program in various institutes and colleges in Iraq |

Academic Program Description

Stage

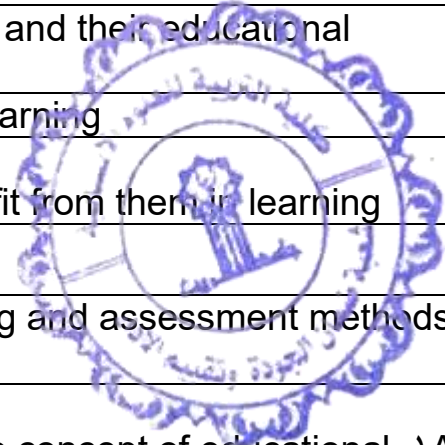
Educational Technology



This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning opportunities. . description It must be linked to the program

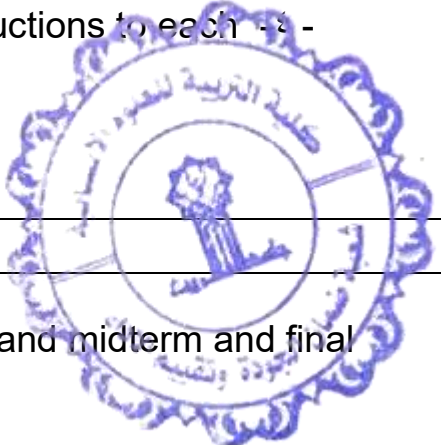
| | |
|---|---|
| College of Education for -Tikrit University Humanities | 42. Educational institution |
| Educational and Psychological Sciences | 43. Scientific Department / Center |
| Educational techniques | 44. Course Name/Code |
| My presence | 45. Available attendance forms |
| 2024-2025 | 46. semester/year |
| 60 hours | 47. Number of study hours (total) |
| 7-2-2025 | 48. Date this description was prepared |
| 49. Course objectives | |
| To familiarize students with the concept, history and study of educational .technologies | |
| of educational objectives and how Students should understand the meaning .to formulate and transform them into learning goals | |
| For students to understand the meaning of memory, its nature and its role in .teaching | |
| To familiarize students with the importance of motivation in learning in the .eld of educational technologiesfi | |
| To familiarize students with the meaning of learning transfer and its .educational applications | |
| Students will recognize and understand the meaning of the concept and its | |

| |
|--|
| .relationship to scientific and creative thinking |
| Students should learn about the meaning of feedback, its types, and its importance for the teacher and the learner |
| To familiarize students with learning theories and their educational applications |
| .Students understand the factors affecting learning |
| For students to get to know the |
| .Skills and habits and how to acquire and benefit from them in learning |



| |
|---|
| 45. Course outcomes, teaching, learning and assessment methods |
| <p>Cognitive objectives -A</p> <p>psychology To familiarize students with the concept of educational -١A .and its areas of interest and study</p> <p>Students will learn the meaning of educational objectives, classify -٢A .them, and transform them into learning goals</p> <p>Students should learn about the meaning of feedback, its types, and -٣A .the teacher its importance for</p> <p>To familiarize students with learning theories and their educational -٤A .applications</p> <p>.Students understand the factors affecting learning -٥A</p> <p>Students learn about skills and habits and how to acquire and benefit -٦A .from them in learning</p> |
| <p>.Course specific skill objectives - B</p> <p>To be skilled in using innovative and creative thinking when -١B .expressing oneself</p> <p>To be able to explain, interpret, analyze and criticize what he reads -٢B .and hears</p> <p>.is talking about To be skilled in dealing with the subject he - ٣B</p> <p>.To be able to discuss and present ideas well -٤B</p> |
| <p>Teaching and learning methods</p> <p>of which are: (theoretical and practical lectures, discussion, dialogue, field visits, discussion groups on specific topics, students' theoretical and practical research, office activities), which help students reach the following results</p> <p>-١) The ability to use educational techniques and distinguish between</p> |

- .correct and incorrect information
- ٢ .Ease of scientific formulation and ease of correction
- ٣ .The ability to memorize and guess
- ٤ - The ability to link concepts, principles and instructions to each
- .educational technique



Evaluation methods

- .Educational projects, seminars
 - .exams Scientific discussion, oral dialogue, and midterm and final
 - .Homework
 - .Practical activities and case studies
 - Writing and submitting reports and taking notes on the educational .experiences gained during field visits
- are used to determine the level of achievement and improve the learner's ability to acquire information and skills in a previously learned subject through his answers to questions and paragraphs that represent the . content of the subject

based goals-value Emotional and -C

- ١) A Creating student motivation by linking the basic principles and concepts of educational techniques to the needs and interests of the .student and society
- ٢) A Developing students' attitudes towards creating motivation among linking educational objectives to the needs, interests, and learners by .nature of learning and society
- ٣) A Developing and enhancing ethical and objective attitudes and values related to the concepts and fields of educational technology, and helping .he responsibility of conveying knowledge to learnersstudents assume t
- ٤) A To have the ability to discuss and dialogue on the basis of objectivity .and logic

Teaching and learning methods

- Problem solving method -
- Cooperative learning method -

Evaluation methods

Tests (weekly and monthly) in addition to each student preparing research -
.papers on the lecture topic

General and transferable skills (other skills related to employability - D (and personal development

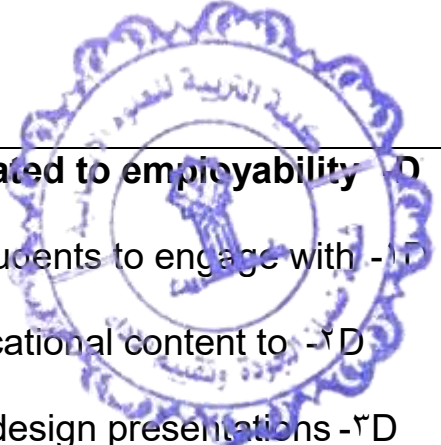
different educational materials Encourage students to engage with - D
.using appropriate technical and artistic skills

Developing students' abilities to analyze educational content to - D
.solving skills-identify thinking and problem

for thinking Developing students' abilities to design presentations - D
.skills

The ability to produce specific means for teaching thinking skills in - D
. English

.The ability to evaluate the processes presented to students - D



| 46. Course structure | | | | | |
|---|-------------------------|--|---|---------|-----------------------------------|
| Evaluation method | Teaching method | Unit name/topic | Required learning outcomes | watches | week |
| Asking and answering questions from the student | Dialogue and discussion | Educational technologies and their development | Understand the general meaning of educational technologies | ٢ | the first |
| = | = | Educational objectives | student The should be able to formulate behavioral objectives and formulate a question that achieves the .objective | ٢ | the second the third Fourth |
| - | - | - | First exam of the first semester | - | Fifth |
| = | = | Memory Theories and Their Role in Teaching | Understanding memory and its theories | ٢ | Sixth |
| = | = | = | = | ٢ | Seventh |
| = | = | forgetfulness | Learn about forgetting and its theories | ٢ | The eighth |
| = | = | = | = | ٢ | Ninth |
| = | = | = | = | ٢ | tenth |
| = | = | Transfer of learning effect | Recognizing the transfer of | ٢ | elevant h |

| | | | | | |
|---|---|---------------------------------------|--|---|-------------------|
| | | | learning | | |
| | | | Second exam, first semester | | twelfth |
| = | = | Motivation | Recognizing the role of motivation in the learning process | ٢ | thirteenth |
| = | = | = | = | = | fourteenth |
| = | = | = | = | = | fifteenth |
| = | = | Concepts and their relationship | Learn the meaning of the concept and creative and scientific thinking | ٢ | sixteenth |
| = | = | = | = | = | seventeenth |
| = | = | = | = | = | eighteenth |
| = | = | Feedback | Learn the meaning of feedback | ٢ | nineteenth |
| = | = | = | = | = | Twenty |
| | | | First exam of the second semester | | -twenty first |
| = | = | Educational theories | Learn about educational theories | = | -twenty second |

| | | | | | |
|---|---|---|---|---|-----------------|
| = | = | = | = | = | -twenty third |
| = | = | = | = | = | -twenty fourth |
| = | = | Factors affecting learning | Identifying the factors affecting learning | ٢ | -twenty fifth |
| = | = | = | = | = | -twenty sixth |
| = | = | Individual differences and their impact on learning | Recognizing individual differences | ٢ | -twenty seventh |
| = | = | = | = | = | -twenty eighth |
| | | | Second exam for the second semester | | -twenty ninth |
| = | = | Skills and habits and how acquire them to | Identify skills and habits | = | thirty |
| = | = | = | = | = | -Thirty first |
| = | = | Types of learning | Understanding the meaning of learning types | ٢ | -Thirty second |

| | |
|-----------------------------|-----------------------|
| 10. infrastructure | |
| Educational Techniques Book | Required textbooks -١ |

| | |
|-------------------------------|--|
| techniques Modern educational | (Main references (sources -٢ |
| Educational tools | Recommended books and -A references (scientific journals, (.ports, etc |
| nothing | Electronic references, -B ...websites |

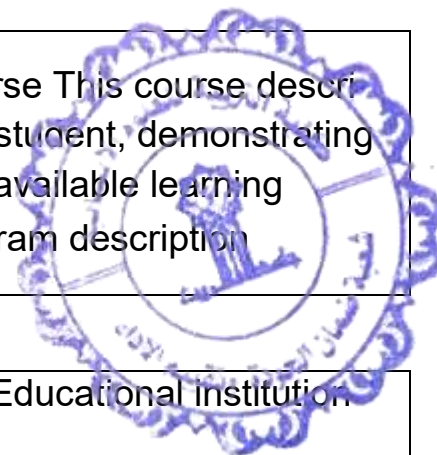
| |
|--|
| 11. Curriculum Development Plan |
| <ul style="list-style-type: none"> - Workshops , seminars , conferences and benefit from their .recommendations - Scientific communication in acquiring modern scientific experiences and .skills in the field of modern technical communication |

description Academic program

Stage

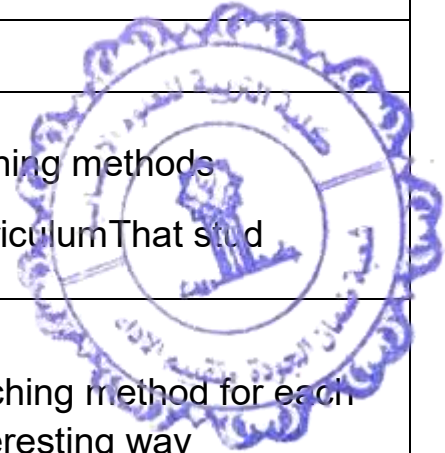
physiological psychology

ption provides a concise summary of the main course This course descri features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning . opportunities. It must be linked to the program description



| | |
|--|---|
| Tikrit University / College of Education for Humanities | 1. Educational institution |
| Educational and Psychological Sciences | 2. Scientific Department / Center |
| physiological psychology | 3. Name of academic or professional program |
| Educational and Psychological Sciences Bachelor of Sciences | 4. Final Certificate Name |
| annual | 5. :Academic system Annual/Courses/Other |
| Educational program | 6. Accredited Certification Program |
| | 7. Other external influences |
| ٢٠٢٥-٢٠٢٤ | 8. Description preparation date |
| 9. Academic program objectives | |
| Ministry of Education with specialized staff to teach physiology Providing the .and psychology in secondary schools | |
| Providing graduates with diverse teaching skills for secondary school students, using appropriate teaching methods and modern scientific | |

| |
|--|
| .skills communication |
| |
| |
| <p>1- Cognitive objectives</p> <p>.To familiarize students with modern teaching methods</p> <p>.ents learn modern technical skills in the curriculumThat stud</p> |
| <p>Program skill objectives -B</p> <p>To enable students to choose the appropriate teaching method for each scientific subject, presenting it in an interesting way</p> <p>To enable students to solve problems related to their understanding of scientific material by using the theories of physiological psychology and .nd teachingmodern teaching methods, which facilitates its study a</p> |
| Teaching and learning methods |
| <p>. The inductive method-</p> <p>.Problem solving method-</p> |
| Evaluation methods |
| <p>- -Formative assessment (daily exams , class discussion, homework and follow .(up, class assessment√</p> <p>final exams to issue decisions of Diagnostic assessment (midterm and- (success and failure</p> |
| <p>.Emotional and value goals -C</p> <p>Working to promote the teaching of different methods and raise students' awareness of the importance of learning curricula, dialogue and developing .awareness</p> |

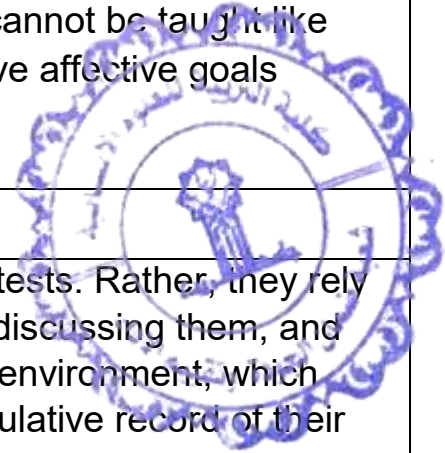


and learning methods Teaching

based -do not rely on traditional teaching methods, because they are value cognitive goals. Therefore, providing goals that cannot be taught like .psychological motivation is required to achieve affective goals

Evaluation methods

Affective goals are not assessed through traditional tests. Rather, they rely on observing students' behavior, interviewing and discussing them, and monitoring their relationship with the educational environment, which -adherence to affective and value provides a cumulative record of their .based goals



General and transferable skills (other skills related to employability and -D .(personal development

Skills in solving educational problems using educational and psychological - .programs and methods

Teaching and learning methods

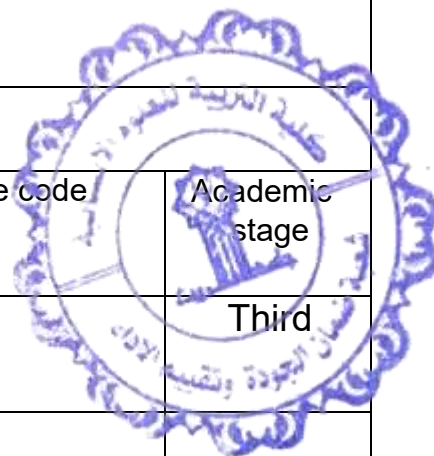
- .Inductive (deductive) method
Classroom interaction and exchange of opinions between the student and .the teacher to raise learning difficulties and discuss their solutions

Evaluation methods

- .individual and group, theoretical and practical ‘Oral and written tests

10. Program structure

| Credit hours | | Course name | Course code | Academic stage |
|--------------|-------------|--------------------------|-------------|----------------|
| practical | theoretical | | | |
| 2 | 2 | physiological psychology | | Third |
| | | | | |
| | | | | |
| | | | | |



11. Planning for personal development

communication in acquiring modern scientific Scientific - experiences and skills in the field of modern technical .communication

12. Admission Criteria (setting regulations for admission to a college or (institute

ion system Admission to the college follows the central distribut - adopted by the Ministry of Higher Education and Scientific Research, according to the admission form for Iraqi universities and institutes, and by balancing the student’s desire and the total .he obtained

13. information about the program The most important sources of

- Link to the program on the Internet, and its applications in similar .universities

Training courses held by the University Quality and Performance -
Departments on the program in various institutes and colleges in
.Iraq

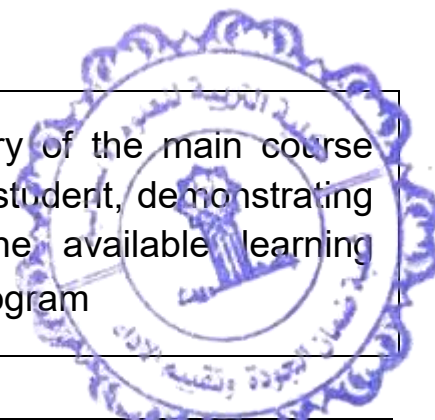


Academic Program Description

Behavior modification material

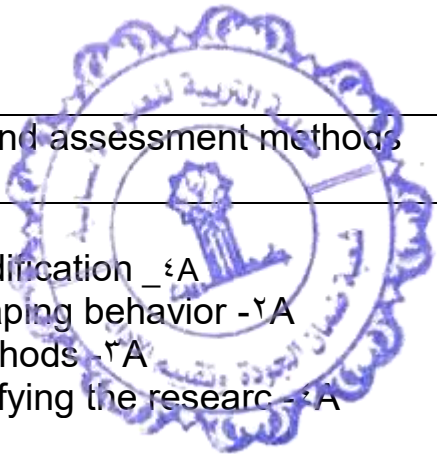
Stage Four

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning . description opportunities. It must be linked to the program



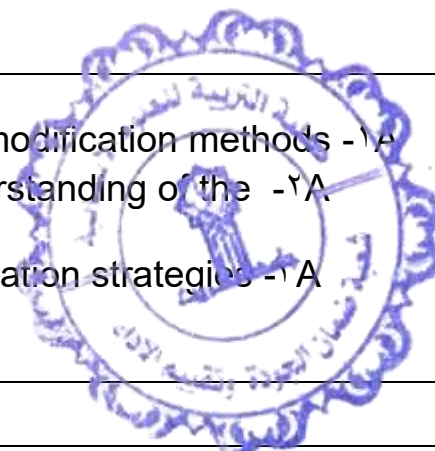
| | |
|--|--|
| College of Education for Humanities | 50. Educational institution |
| Educational and Psychological Sciences | 51. Scientific Department / rCente |
| behavior modification | 52. Course Name/Code |
| weekly | 53. Available attendance forms |
| Fourth Year ٢٠٢٥-٢٠٢٤ | 54. semester/year |
| | 55. Number of study hours (total) |
| | 56. Date this description was prepared |
| 57. Course objectives | |
| Definition of the concept of behavior modification, and some basic terms and concepts associated with it | |
| which behavior modification Understanding the theoretical foundations on is based | |
| Learn the basic principles and general characteristics of behavior .modification | |
| .Learn about different behavior modification methods | |
| .Learn about research methodology in behavior modification | |
| .actions to reinforce desired behaviors Identify appropriate | |
| .Identify appropriate procedures for shaping desired behaviors - | |
| .Identify appropriate actions to reduce unwanted behaviors | |
| | |

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| 12. | Course outcomes, teaching, learning and assessment methods |
| | <p>Cognitive objectives -A</p> <ul style="list-style-type: none"> .Knowing the basic principles of behavior modification -٤A .Knowing the strategies for modifying and shaping behavior -٢A Identifying different behavior modification methods -٣A .h methodology in behavior modificationIdentifying the research -٢A -٥A -٦A |
| | <p>. Course specific skill objectives -B</p> <ul style="list-style-type: none"> the steps for modifying The student should be able to understand - ١B .the behavioral treatment plan to build and design a behavioral The student should be able -٢B . treatment plan solve problems related to the student’s The student should be able to - ٣B .understanding of the scientific material |
| | Teaching and learning methods |
| | <p>The lecture method is based on explanation and clarification, and</p> <ul style="list-style-type: none"> .encouraging students to diagnose and interpret some cases <p>method Discussion -</p> <ul style="list-style-type: none"> . The inductive method- .Problem solving method- |
| | Evaluation methods |
| | <p>Evaluation is done through periodic and final exams, in addition to assigning and ‘some homework, discussing with students what they are assigned</p> <ul style="list-style-type: none"> . attendance and participation <p>Formative assessment (daily exams , class discussion, homework and -</p> |

| |
|--|
| <p>(up, class assessment-follow Diagnostic assessment (midterm and final exams to issue decisions of - (success and failure</p> |
| <p>based goals-Emotional and value -C Educating students to analyze and use behavior modification methods -١A Observing the student's awareness and understanding of the -٢A .importance of behavior modification material Realizing the ability to apply behavior modification strategies -١A -٤A</p> |
| <p>Teaching and learning methods</p> |
| <p>based -do not rely on traditional teaching methods, because they are value objectives that cannot be taught like cognitive objectives. Therefore, the :following are relied upon .those around him The student should be a good role model for -١ .Forming a general category of good values-٢ .Providing psychological motivation to achieve emotional goals -٣</p> |
| <p>Evaluation methods</p> |
| <p>Affective goals are not assessed through traditional tests. Rather, they rely student's behavior, interviewing and discussing them, and on observing the monitoring their relationship with the educational environment, thus -providing a cumulative record of their representation of affective and value .based goals</p> |
| <p>other skills related to employability and) General and transferable skills -D .(personal development .Scientific dialogue and discussion skills -١D Modern technology skills in communications, documentation and -٢D .communication with scientific institutions and centers especially cooperation and discussion skills among students Teamwork -٣D .in scientific research</p> |

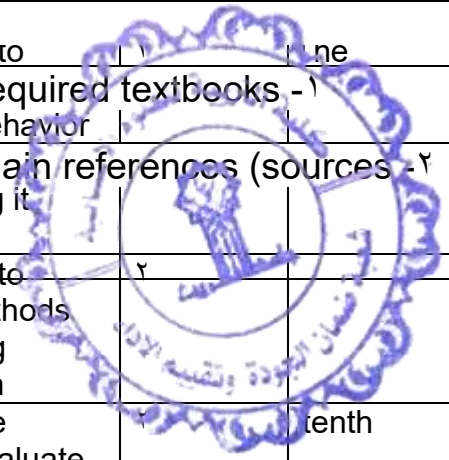


using educational and psychological programs and methods
to study a behavioral problem and choose appropriate measurement methods and strategies for behavior modification

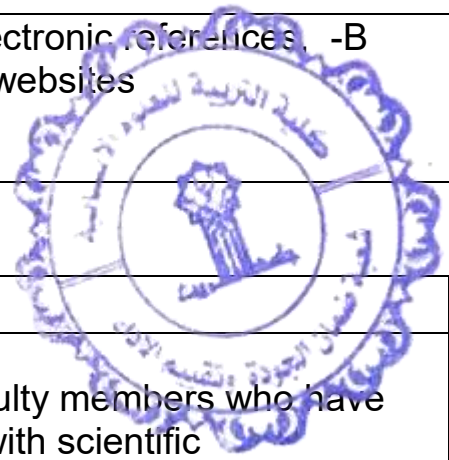


| 13. Course structure | | | | | |
|---------------------------------|------------------------|--|--|---------|------------|
| Evaluation method | Teaching method | Unit name/topic | Required learning outcomes | watches | week |
| | discussion | Getting to know the subject vocabulary and dividing the .grades, etc | | ٢ | the first |
| Oral questions | Lecture | Basic concepts in psychology, learning and its theories | The student should remember psychology and .learning It explains its relationship to .behavior | ٢ | the second |
| Oral questions participati) (on | Lecture and discussion | The concept of behavior modification | The student should mention the concept and the concepts .associated with it | ٢ | the third |
| Oral questions participati) (on | Lecture and discussion | theoretical The foundations on which behavior modification is :based | To distinguish between the classical conditioning . model conditioning . model Social learning .model Cognitive learning .model | ٤ | Fourth |
| Written tests | Lecture and discussion | Basic principles of behavior :modification | To differentiate the between principle of .reinforcement The principle of punishment. The principle Erasure. Stimulus control principle. Discrimination And principle generalization | ٢ | Fifth |
| Written tests | a test | | | ٢ | Sixth |
| Oral | Lecture | Behavior | To apply behavior | ٢ | Seventh |

| | | | | | |
|--|------------------------|-------------------------|--|--------------------------|-------------|
| questions participati) (on | and discussion | modification egiestrat | modification strategies and be able to identify the desired | | |
| 14. infrastructure | | | | | |
| Oral questions participati) (on | Lecture and discussion | Continuation of lecture | To be able to and final behavior | (Required textbooks - ١) | ne |
| (The book "Modifying and Building Human Behavior" by Farouk Al Rousan, -٢٠٠٠ | | | (Main references (sources - ٢) using it | | |
| Oral questions participati) (on | Lecture and discussion | Chapter Three | To be able to identify methods of collecting information | ٢ | |
| Oral questions participati) (on | Lecture and discussion | Chapter Three | To have the ability to evaluate behavior modification programs | | tenth |
| Oral questions participati) (on | Lecture and discussion | Chapter Three | To develop a behavior modification plan | ٢ | twelfth |
| Oral questions participati) (on | Lecture and discussion | Chapter Four | Methods of strengthening desired behavior | ٤ | thirteenth |
| Oral questions participati) (on | Lecture and discussion | Chapter Five | Methods of weakening unwanted behavior | ٤ | fourteent h |
| Oral questions participati) (on | Lecture and discussion | Chapter Six | Practical applications of behavior modification techniques | ٤ | |



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| or scientific journal related to the Any book subject | Recommended books and -A references (scientific journals, (.reports, etc |
| Any site that deals with a single item of the (material, such as (Gulf Network Forums | Electronic references. -B ...websites |



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| 15. Curriculum Development Plan |
| <p>taught the course and Forming a committee of faculty members who have making the necessary amendments to keep pace with scientific .developments in this field</p> <p>Developing the academic content by deleting, adding and .replacing</p> |

Academic Program Description

Stage Four

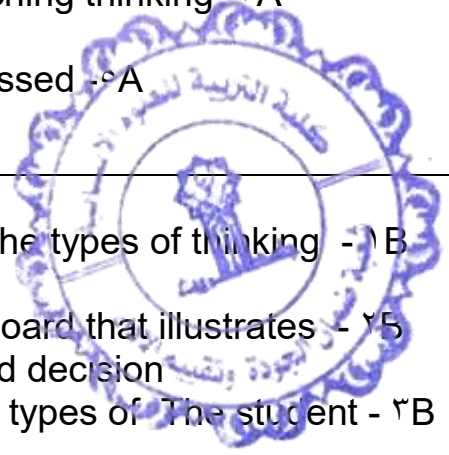
Material Thinking Education

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning . e program descriptionties. It must be linked to thopportuni

| | |
|--|--|
| Tikrit University | 58. Educational institution |
| Educational and Psychological Sciences | 59. Scientific Department / Center |
| Teaching thinking | 60. Course Name/Code |
| My presence | 61. Available attendance forms |
| Annual study system | 62. semester/year |
| hours per week ٢ | 63. Number of study (hours (total |
| ٢٠٢٥/٢/٨ | 64. Date this description was prepared |
| 65. Course objectives | |
| The student's awareness of the importance of teaching _١ thinking | |
| Providing the student with thinking education programs _٢ | |
| .student with factors for successful thinking Providing the _٣ | |
| .Enabling the student to learn how to build a thinking program _٤ | |

10. Course outcomes, teaching, learning and assessment methods

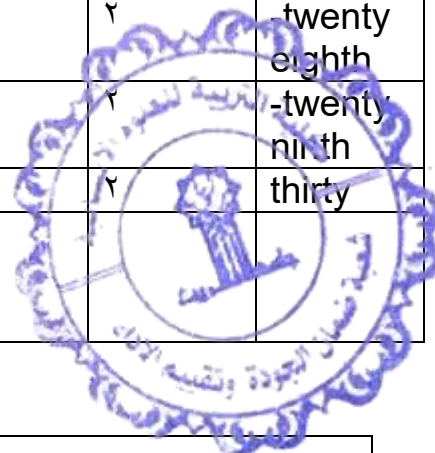
| |
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| <p>Cognitive objectives -A</p> <ul style="list-style-type: none"> .The student should know how to teach thinking -١A .The student should explain the importance of teaching thinking -٢A .The student should list the programs for teaching thinking -٣A .The student analyzes thinking patterns -٤A .The student proposes an idea and it is discussed -٥A -٦A |
| <p>skill objectives Course specific -B</p> <ul style="list-style-type: none"> The student should draw a diagram showing the types of thinking -١B .education programs The student should prepare a picture on the board that illustrates -٢B .making-critical thinking, creative thinking, and decision should use modern devices to display various types of The student -٣B .programs -٤B |
| Teaching and learning methods |
| Lecture, presentation, discussion and interrogation |
| Evaluation methods |
| Achievement tests |
| <p>based goals-Emotional and value -C</p> <ul style="list-style-type: none"> .the importance of teaching thinking The student concludes -١A .The student should analyze the patterns of teaching thinking -٢A .The student should realize how to develop thinking skills -٣A .The student should try to employ thinking skills in his practical life -٤A |
| and learning methods Teaching |
| Discussion, lecture and questioning |
| Evaluation methods |
| Various achievement tests |
| <p>General and transferable skills (other skills related to employability and -D</p> <p>.(personal development</p> <ul style="list-style-type: none"> Controlling students' classroom behavior -١D Employing thinking program skills in the student's life -٢D -٣D |



| 11. Course structure | | | | | |
|------------------------------------|-------------------------------------|--------------------------------------|--|---------|--------------|
| Evaluation method | Teaching method | Unit e/topicnam | Required learning outcomes | watches | week |
| Achievement tests/written and oral | Lecture, discussion and questioning | The concept of thinking | Achieving educational, cognitive, emotional and behavioral goals | ٦٠ | the first |
| = | = | Islam's view of thinking | Bachelor of Education Educational) and Psychological (Sciences | ٢ | the second |
| = | = | The importance of teaching thinking | = | ٢ | the third |
| = | = | Teaching thinking jobs | = | ٢ | Fourth |
| = | = | General characteristics of thinking | = | ٢ | Fifth |
| = | = | Basic units of thinking | = | ٢ | Sixth |
| = | = | midterm exam | = | ٢ | Seventh |
| = | = | Justifications for teaching thinking | = | ٢ | The eighth |
| = | = | Obstacles to teaching thinking | = | ٢ | Ninth |
| = | = | Factors for successful thinking | = | ٢ | tenth |
| = | = | critical thinking skills | = | ٢ | Week eleven |
| = | = | The relationship of | = | ٢ | Twelfth week |

| | | | | | |
|---|---|--|---|---|------------------|
| | | critical thinking to other types of thinking | | | |
| = | = | Decision making concept | = | ٢ | thirteenth week |
| = | = | Problem solving | = | ٢ | Fourteenth week |
| = | = | creative thinking | = | ٢ | Week ١٥ |
| = | = | Justifications for teaching creative thinking | = | ٢ | Week ١٦ |
| = | = | Creative thinking skills | = | ٢ | Seventeenth week |
| = | = | Live training programs | = | ٢ | Eighteenth week |
| = | = | Components types of and problem solving | = | ٢ | Week ١٩ |
| = | = | Factors affecting problem solving | = | ٢ | Week ٢٠ |
| = | = | Six Thinking Hats Program | = | ٢ | -twenty one |
| = | = | negative thinking | = | ٢ | -twenty second |
| = | = | analytical thinking | = | ٢ | -twenty third |
| = | = | Principles of :Education Formal -Post Thinking | = | ٢ | -twenty fourth |
| = | = | positive thinking | = | ٢ | -twenty fifth |

| | | | | | |
|---|---|-----------------------|---|---|-----------------|
| = | = | mind map | = | ٢ | -twenty sixth |
| = | = | Habits of the mind | = | ٢ | -twenty seventh |
| = | = | Theories of the mind | = | ٢ | -twenty eighth |
| = | = | higher order thinking | = | ٢ | -twenty ninth |
| D | = | semester exam | = | ٢ | thirty |
| | | | | | |



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| 10. infrastructure | |
| Teaching thinking | Required textbooks -١ |
| Scientific fields, periodicals, research and studies in the field of specialization | Main references -٢ (sources) |
| Teaching Thinking by Youssef Qatami -Foundations of Thinking by Walid Al Ayasrah | Recommended -A books and references scientific journals,) (.etc ,reports |
| Recognized scientific journals, published and approved reports, and lectures prepared by specialists Theses , dissertations and lectures prepared by experienced professors | Electronic -B ...references, websites |

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| 11. Curriculum Development Plan |
| Developing the study material according to the nature of the curriculum and the year of its composition. Development takes place through deleting, adding, or replacing parts or chapters from the approved curriculum if there |

nt that are determined in advance are actual reasons for developme

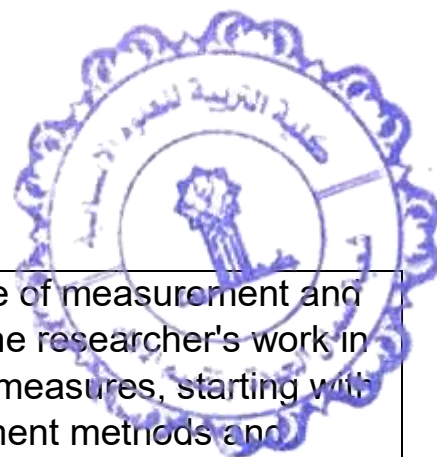


Form Description

Stage Four

Measurement and Evaluation Material

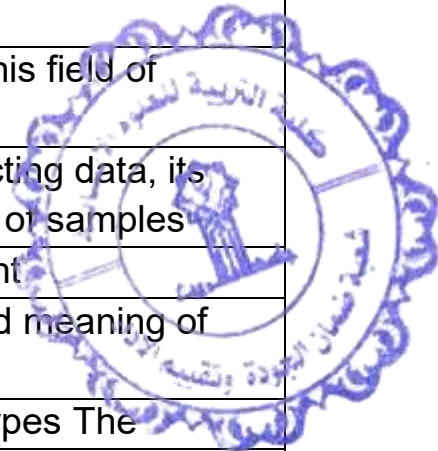
Course Description



This course aims to introduce students to the science of measurement and evaluation, its importance, and its role in facilitating the researcher's work in dealing with psychological and educational tests and measures, starting with their types, evaluation and its types, measurement methods and . The aim is to provide .measurement levels and their significance, and tests the student with a set of experiences in the field of measurement and .evaluation

| | |
|--|--|
| Humanities College of Education for | 66. Educational institution |
| Department of Educational and Psychological Sciences | 67. Scientific Department / Center |
| Measurement and Evaluation | 68. Course Name/Code |
| | 69. Available attendance forms |
| ٢٠٢٥-٢٠٢٤ | 70. semester/year |
| hours ٨٠ | 71. Number of study (hours (total |
| | 72. Date this description was prepared |
| 73. Course objectives | |
| 19- | The student should know the science of measurement and |

| | |
|-----|---|
| | .evaluation and its functions |
| 0- | The student should know how to describe the phenomena under .study |
| 21- | The student applies statistical methods in his field of .specialization |
| 22- | The student should know the methods of collecting data, its .sources, the method of collecting it, and the types of samples |
| 23- | .To know the levels of measurement |
| 24- | The student should know the measurement and meaning of .evaluation |
| 25- | .student should know the tests and their types The |
| 26- | The student should know how to extract the statistical properties .of tests and measures |
| 27- | The student should know the types of evaluation and their .characteristics |



12. assessment methods Course outcomes, teaching, learning and

Cognitive objectives -A

The student should know the basic concepts and terms in measurement -١A
.and evaluation

.The student describes the data using statistical measures -٢A

na through The student should know the relationships between phenome -٣A
.data

.The student applies statistical measures in new situations -٤A

.The student should distinguish between tests and their types -٥A

The student should know the basics of probability theory in order to -٦A
d evaluation to inferential move from descriptive measurement an
.measurement and evaluation

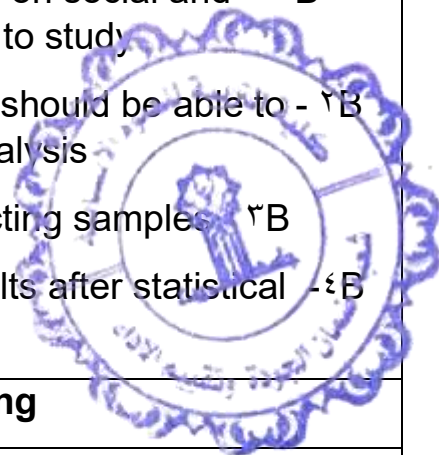
.Course specific skill objectives -B

The student should apply the statistical method to data on social and - ١B
.economic phenomena that he needs to study

distinguish between types of statistical The student should be able to - ٢B
.data and appropriate statistical analysis

.The student should know the methods of selecting samples - ٣B

The student should know how to generalize the results after statistical - ٤B
.analysis



methods Teaching and learning

- 5- .Theoretical lectures
- 6- - Exercise solutions

Evaluation methods

- 13- .Attendance and participation
- 14- .Periodic tests
- 15- .Outdoor activities

based goals-Emotional and value -C

.The student should show interest in measurement and evaluation - ١A

student should show a desire to help his weak fellow students in The - ٢A
.measurement and evaluation

The student should appreciate the role of measurement and evaluation - ٣A
.in raising the academic level and solving many problems

he impact of measurement and evaluation The student should evaluate t - ٤A
.in his specialization

Teaching and learning methods

- 7- .Participation in seminars and workshops on measurement and evaluation
- 8- Participate in demonstration lessons for students on measurement and
.evaluation
- 9- .lectures on measurement and evaluation scholars Giving

Evaluation methods

- 7- .Attendance and participation
- 8- .Periodic tests
- 9- .Outdoor activities

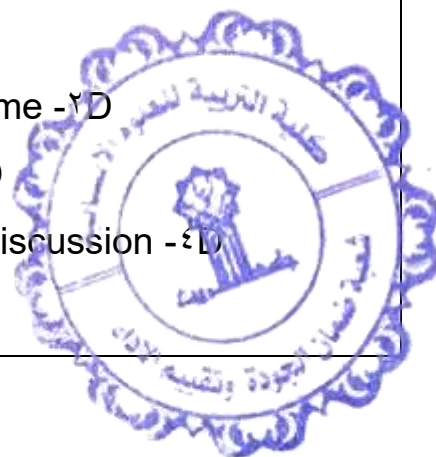
General and transferable skills (other skills related to employability and -D
 .(personal development

.lectures on time Attend -١D

.Performing the required duties on time -٢D

.Perform the tests on time -٣D

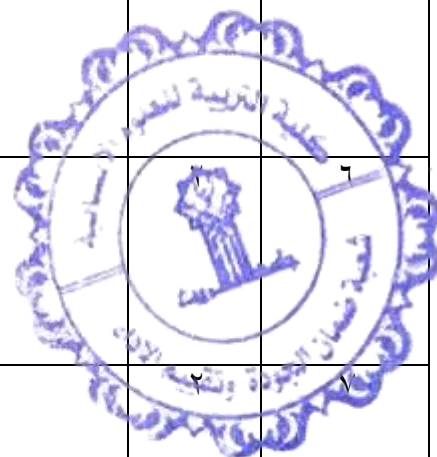
.Commitment to the rules of dialogue and discussion -٤D



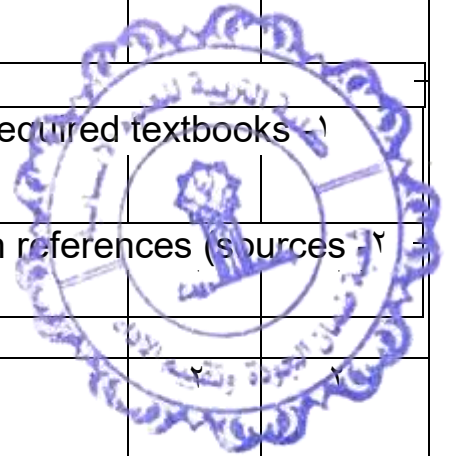
13. Course structure

| Evaluation method | Teaching method | Unit name/topic | Required learning outcomes | watches | week |
|------------------------------|-----------------|--|----------------------------|---------|------|
| Attendance and participation | a lecture | Definition of the -concept of (testing -measurement -evaluation the -assessment relationship between (them | | ٢ | ١ |
| Attendance and participation | a lecture | -Concept -Variables Types | | ٢ | ٢ |
| Attendance and participation | a lecture | levels Measurement | | ٢ | ٣ |
| Attendance and participation | a lecture | Types of educational evaluation | | ٢ | ٤ |

| | | | | | |
|------------------------------|-----------|--|--|---|----|
| Attendance and participation | a lecture | -Educational objectives their -their importance specifications -levels for writing a good .objective | | ٢ | ٥ |
| Attendance and participation | a lecture | -Achievement tests their -essay, objective their -advantages disadvantages | | ٢ | ٦ |
| Attendance and participation | a lecture | Test construction steps | | ٢ | ٧ |
| Attendance and participation | a lecture | Content Selection | | ٢ | ٨ |
| Attendance and participation | a lecture | Goal setting | | ٢ | ٩ |
| Attendance and participation | a lecture | Build a specification table | | ٢ | ١٠ |
| Attendance and participation | a lecture | Test preparation in preliminary format | | ٢ | ١١ |
| a test | a test | exam First semester | | ٢ | ١٢ |
| Electronicall y | a lecture | Verify the face validity of the test | | ٢ | ١٣ |
| Electronicall y | a lecture | Preparing test instructions | | ٢ | ١٤ |
| Electronicall y | a lecture | exploratory experiment | | ٢ | ١٥ |
| Electronicall | a lecture | Statistical analysis of | | ٢ | ١٦ |

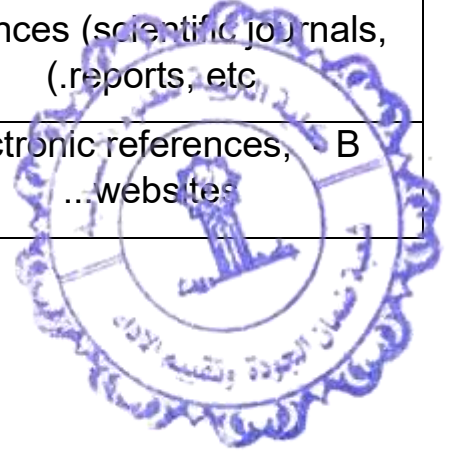


| | | | | | |
|---|-----------|---|---------------------------|---|----|
| y | | test items | | | |
| Electronically | a lecture | -its types -Test validity factors affecting it | | ٢ | ١٧ |
| 15. infrastructure | | | | | |
| and evaluation in the Measurement educational process | | | Required textbooks | | |
| Mustafa / Measurement and Evaluation Imam, Anwar Hussein Abdul -Mahmoud Al | | | (Main references (sources | | |
| Electronically | a lecture | difficulty and Extract ease of paragraphs | | ٢ | ٢١ |
| Electronically | a lecture | Extract paragraph highlighting | | ٢ | ٢١ |
| Electronically | a lecture | Building a specification table | | ٢ | ٢٢ |
| Electronically | a lecture | Specification table objectives | | ٢ | ٢٣ |
| Electronically | a lecture | Conditions to be followed when setting school tests | | ٢ | ٢٤ |
| Electronically | a lecture | Types of calendar | | ٢ | ٢٥ |
| a test | a test | Second semester exam | | ٢ | ٢٦ |



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| 14. Curriculum Development Plan |
| |

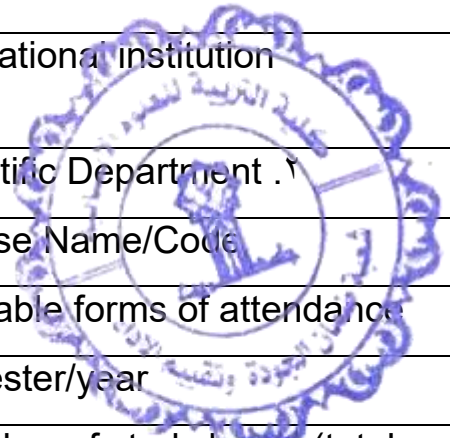
| | |
|--------------------------------|--|
| Ajili-Rahman, Sabah Hussein Al | |
| | Recommended books and -A references (scientific journals, (.reports, etc |
| | Electronic references, B ...websites |



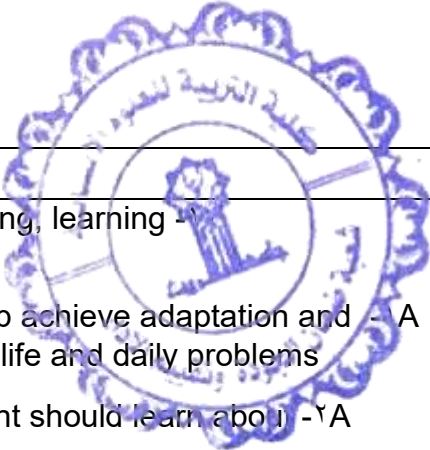
Course Description Form

Stage Four

Course Description: Philosophy of Education



| | |
|--|---|
| | |
| Tikrit University. College of Education for Humanities | Educational institution |
| Educational and Psychological Sciences | Scientific Department . ٢ |
| Philosophy of Education | Course Name/Code |
| hours per week ٢ | Available forms of attendance |
| ٢٠٢٥-٢٠٢٤ | semester/year |
| 60 | (Number of study hours (total |
| school year The beginning of the | Date of preparation of this description |
| It is to increase the student's understanding of the educational and philosophical reality throughout the ages, to realize the educational process in its most essential aspects, and to understand the us peoples, ancient and social theories of vario .modern | Course objectives |
| Explaining the educational process from a philosophical point of view, shedding light on it, demonstrating the importance of the role of educational institutions, and helping students to train and feel the importance of the educational a science that describes and It is also . process explains the impact of philosophical systems on the educational reality and the impact of philosophical processes on the individual's personality and upbringing. Among its most ity important objectives are defining the social real in education, determining the objectives of community education, applying philosophical concepts in the educational field, studying the relationships between the educational system based on social interaction and other social | General objectives |

| | |
|---|---|
| <p>individual human being systems, and studying the when he enters into relationships with another human being in educational institutions and in human relationships and dealings and his .interaction with the systems approved by society</p> |  |
| <p style="text-align: center;">and assessment methods Course outcomes, teaching, learning -</p> <p style="text-align: center;">Cognitive objectives</p> <p>The student must possess the knowledge and information that help achieve adaptation and compatibility, as well as psychological adaptation to solve life and daily problems - A</p> <p>The student should learn about the meaning of philosophy, its goals and theories - ٢A</p> <p>Understanding the basic principles of philosophy and enabling the student to apply them in life - ٣A</p> <p>The student should become familiar with the historical basis of philosophy and education and the main ideas put forward by scholars and thinkersunderst - ٤A</p> <p>To provide the student with sufficient information and knowledge to enable him to analyze and evaluate it - ٥A</p> <p>The student should learn the meaning of intellectual development and how to achieve scientific gains - ٦A</p> <p style="text-align: center;">Course skill objectives</p> <p>Developing the student's skill towards increasing research skills and scientific achievement - ١B</p> <p>Developing the student's skill towards increasing the effectiveness of academic achievement - ٢B</p> <p>Developing the student's skill towards increasing interaction with others - ٣B</p> <p>Developing the student's skill towards increasing understanding of the foundations and principles of the philosophy of education - ٤B</p> | |
| | <p style="text-align: center;">Teaching and learning methods</p> |
| <p style="text-align: center;">dialogue, Student's book, the most important available tools: the blackboard, colored pens .discussion, and some classroom activities</p> | |
| <p style="text-align: center;">Evaluation methods</p> | |

Oral exam, paper test, and activities presented by the student

based goals-Emotional and value -C

.of educational philosophy The student understands the areas -١A

.The student identifies the areas of educational philosophy -٢A

.The student explains the areas of educational philosophy -٣A

.The student compares the fields of educational philosophy -٤A

.The student evaluates the areas of educational philosophy -٥A

Teaching and learning methods

Dialogue, discussion, raising ideas and questions

Evaluation methods

Written test

Homework and class activities

.(skills related to employability and personal development General and transferable skills (other -١٠

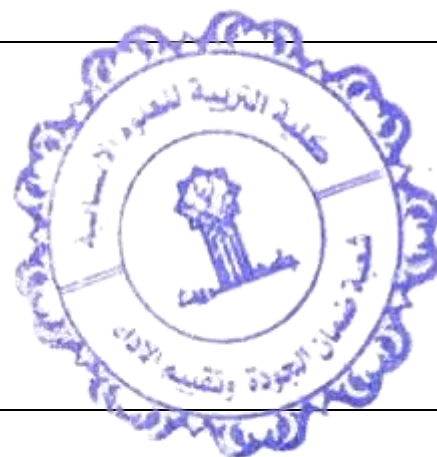
.The student analyzes the sections of philosophical and educational studies -١D

.By asking a question: For example, define the philosophy of education -٢D

-٣D

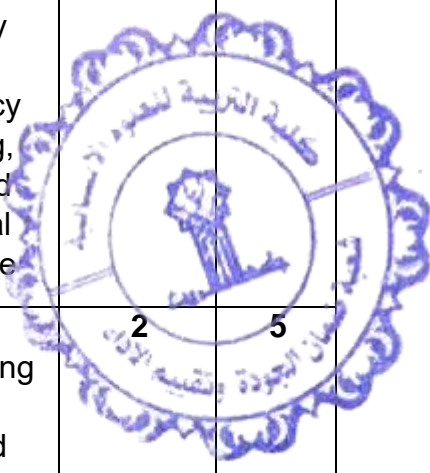
-٤D

Course structure .))



| Evaluation method | Teaching method | Name of the unit or topic | Required learning outcomes | watches | week |
|-----------------------|-------------------------|---------------------------|--|----------|----------|
| Oral and written test | Dialogue and discussion | Philosophy of Education | Individual acceptance of the new environment and the relationship between philosophy and education | 2 | 1 |
| Oral and written test | Dialogue and discussion | epistemology | The individual has the ability to know where we gain knowledge .from | 2 | 2 |
| Oral and written test | Dialogue and discussion | Logic | Finding the relationship of harmony between thought and | 2 | 3 |

| | | | | | |
|-----------------------|-------------------------|-----------------------|--|---|---|
| | | | reality | | |
| Oral and written test | Dialogue and discussion | Et | It means symmetry and consistency in thinking, action and behavioral .discipline | 2 | 4 |
| Oral and written test | Dialogue and discussion | philosophical schools | It means distinguishing between ideas and between .peoples | 2 | 5 |
| Oral and written test | Dialogue and discussion | Culture | The practices we do during our lives, whether short or long | 2 | 6 |
| | | | | | |



| | |
|---|--|
| Philosophy of Education | 1- Required textbooks |
| Education, Philosophy of Dabbagh, -Muqdad Al ٢٠١٣Baghdad, Dr. Ibrahim Nasser, -Philosophy of Education, Al ٢٠٠٤Tali'ah House, Amman, | 2- (Main References (Sources |
| Muhammad Farhan Jaloub, Philosophy of Education, ١٩٨٨Cairo, | Recommended books and references (... scientific journals, reports) |
| Sayed, -Dr. Mahmoud Al Studies in Education and ١٩٨٨Nadim, Cairo, -Society, Al | ...tronic references, websitesElec |

Curriculum Development Plan - ١٣

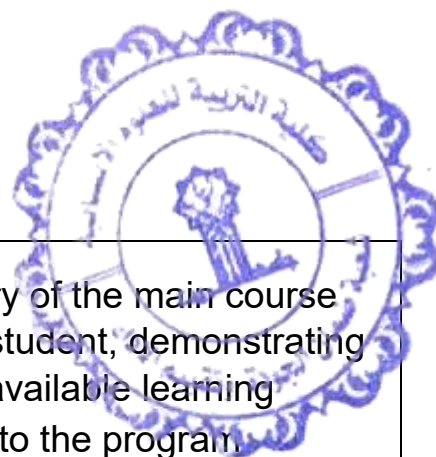


Course Description Form

Stage Four

Educational Administration

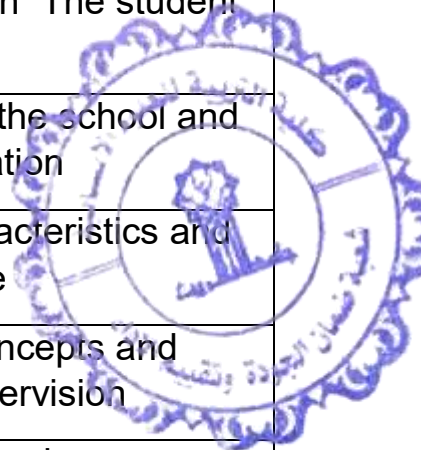
Course Description



This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning . description opportunities. It must be linked to the program.

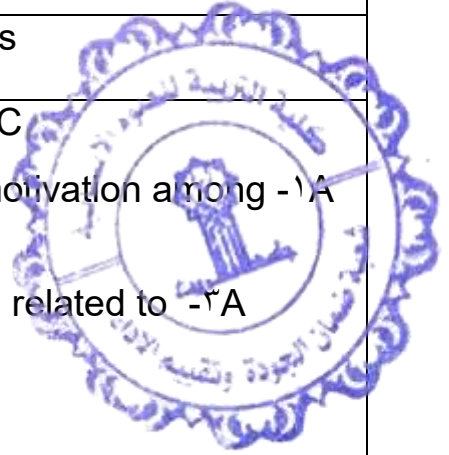
| | |
|--|--|
| Ministry of Higher Education and Scientific Research | 4. Educational institution |
| Department of Educational and Psychological Sciences / College of Education for Humanities | 5. Scientific Department Center / |
| EDM247 | 6. Course Name/Code |
| mandatory | 7. attendance Available forms |
| ٢٠٢٥-٢٠٢٤ | 78. semester/year |
| ٦٤ | 79. Number of study (hours (total |
| ٢٠٢٥-٢٠٢٤ | 80. Date this description was prepared |
| 81. Course objectives | |
| To provide the student with basic information and principles about .management | |
| understand the meaning of management For the student to | |
| The student should become familiar with the concept of classroom .management in terms of its nature and function in learning | |

| |
|---|
| To familiarize the student with modern trends in management and supervision |
| should understand the concept of educational supervision The student objectives and its types |
| The student should learn about the relationship between the school and the community and the means of communication |
| features of the The student should understand the characteristics and selection of educational supervisor and the |
| The student should become familiar with the basic concepts and principles related to the types of educational supervision |
| To familiarize the student with management theories |



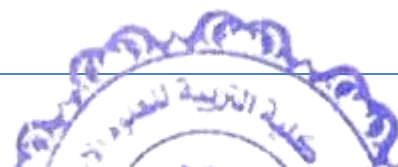
| |
|---|
| 16. teaching, learning and assessment methods ‹Course outcomes |
| <p style="text-align: center;">Cognitive objectives -A</p> <p style="text-align: center;">.The student should know the educational administration - ١A</p> <p style="text-align: center;">The student should know the importance of educational administration - ٢A .and its elements</p> <p style="text-align: center;">tives and characteristics of The student should know the objec - ٣A .management</p> <p style="text-align: center;">The student should know the theories and trends of management and - ٤A .supervision</p> |
| <p style="text-align: center;">.Course specific skill objectives -B</p> <p style="text-align: center;">.The student must have the skill of preparing written correspondence - ١B</p> <p style="text-align: center;">.must have the skills to plan and prepare activities The student - ٢B</p> <p style="text-align: center;">- ٣B</p> <p style="text-align: center;">- ٤B</p> |
| Teaching and learning methods |

| |
|--|
| Lecture, discussion and dialogue |
| Evaluation methods |
| Various achievement tests/activities |
| <p>based goals-Emotional and value -C students towards the subject by linking the Creating motivation among -١A . dents' needsgoals to the stu Helping students acquire the attitudes and values related to -٢A .administrative work ethics -٤A</p> |
| Teaching and learning methods |
| Discussion, lecture and questioning |
| methods Evaluation |
| Various achievement tests |
| <p>General and transferable skills (other skills related to employability and -D .(personal development Skills of taking into account individual differences -١D motivationSkills for developing and investing in students' -٢D Classroom management skills-٣D Time management skills -٤D</p> |



| 17. Course structure | | | | | |
|----------------------|------------------------|---|--|---------|------------|
| Evaluation method | Teaching method | Unit name/topic | Required learning outcomes | watches | week |
| Achievement tests | Lecture and discussion | Management and its historical development | Educational and psychological sciences | ۲ | the first |
| = | = | Its concept and definition | = | ۲ | the second |
| = | = | Its properties and elements | = | ۲ | the third |
| = | = | Its levels and factors | = | ۲ | Fourth |
| = | = | prevailing trends in management | = | ۲ | Fifth |
| = | = | Centralization, decentralization, democracy | = | ۲ | Sixth |
| = | = | Management styles | = | ۲ | Seventh |
| = | = | Autocratic democracy Diplomatic correspondence | = | ۲ | The eighth |
| First semester exam | = | School administration | = | ۲ | Ninth |
| = | = | Its goals and patterns | = | ۲ | tenth |

| | | | | | |
|--------------------|---|---|---|---|----------------|
| = | = | Her relationships and tasks | = | ٢ | eleventh |
| = | = | Its characteristics | = | ٢ | twelfth |
| = | = | School and classroom management | = | ٢ | thirteenth |
| = | = | Its role in the educational process | = | ٢ | fourteenth |
| = | = | School and Society | = | ٢ | fifteenth |
| semester ٢/exam | = | Communication methods | = | ٢ | sixteenth |
| = | = | The relationship between school and society | = | ٢ | seventeenth |
| = | = | Parents' Councils | = | ٢ | eighteenth |
| = | = | Educational supervision | = | ٢ | nineteenth |
| = | = | Meaning of evolution | = | ٢ | Twenty |
| = | = | The importance of its philosophy | = | ٢ | -twenty one |
| = | = | Its goals, tasks and types | = | ٢ | -twenty second |
| = | = | Modern trends | = | ٢ | -twenty |



| | | | | | |
|---|---|--|---|---|-----------------|
| | | in educational supervision | | | third |
| = | = | Founded | = | ٢ | -twenty fourth |
| = | = | His methods | = | ٢ | -twenty fifth |
| = | = | Selection of educational supervisors | = | ٢ | -twenty sixth |
| = | = | Supervisor training | = | ٢ | -twenty seventh |
| = | = | The reality of educational supervision in Iraq | = | ٢ | -twenty eighth |
| = | = | Educational Supervision Evaluation | = | ٢ | -twenty ninth |
| = | = | | = | ٢ | thirty |
| | | | | | |

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| 18. infrastructure | |
| supervision Educational administration and | Required textbooks -١ |
| Management and Supervision / Management Theories | Main references -٢ (sources) |
| Journal of the College of Education for Humanities | Recommended books -A and references (scientific (.journals, reports, etc |

| | |
|--|--|
| Various contact sites related to the specialty | Electronic references, -B ...websites |
|--|--|

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| 19. Curriculum Development Plan |
| Developing the curriculum according to the annual plan to update the approved academic programs at the college. |



Academic Program Description

Stage Four

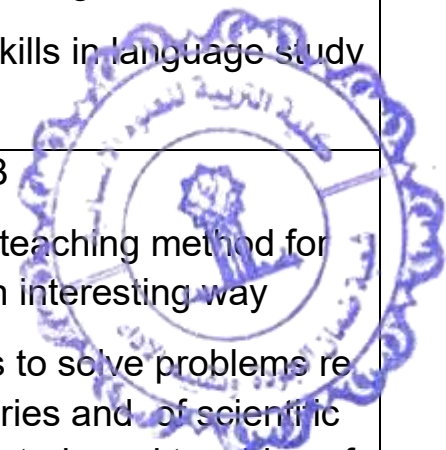
Economics of Education

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating

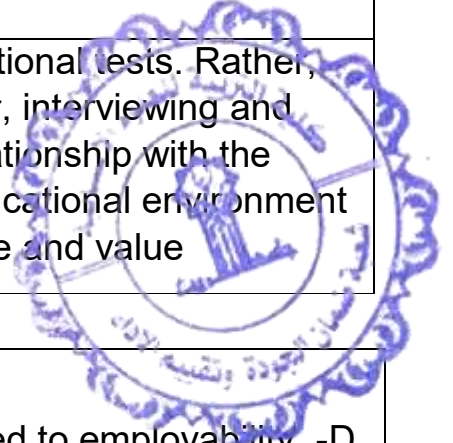
whether the student has made the most of the available learning
 . linked to the program description opportunities. It must be

| | |
|---|---|
| Tikrit University / College of Education for Humanities | 111. Educational institution |
| Educational and Psychological Sciences | 112. Scientific Department / Center |
| mics of EducationEcono | 113. Name of academic or professional program |
| Bachelor of Educational and Psychological Sciences | 14. Final Certificate Name |
| annual | 115. Academic :system Annual/Courses/Ot her |
| Educational program | 116. Accredited Certification Program |
| | 117. Other external influences |
| ٢٠٢٥-٢٠٢٤ | 118. Description preparation date |
| 119. program objectives Academic | |
| Providing the Ministry of Education with specialized staff to teach .English in secondary schools | |
| Providing graduates with the skills to teach the various linguistic disciplines they have learned to secondary school students, using appropriate teaching methods, aided by modern means of .clarification and scientific communication skills | |
| | |

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| |
| <p>د- Cognitive objectives .To familiarize students with modern teaching methods To enable students to learn modern technical skills in language study .and curriculum</p> |
| <p>Program skill objectives -B To enable students to choose the appropriate teaching method for .each scientific subject, presenting it in an interesting way related to their understanding To enable students to solve problems re material by using educational psychology theories and of scientific modern teaching methods, which facilitates the study and teaching of .the language</p> |
| <p>Teaching and learning methods</p> |
| <p>learning-The inductive method (deductive) through e- .Problem solving method-</p> |
| <p>Evaluation methods</p> |
| <p>Formative assessment (daily exams , online classroom discussion, - √ .(up, evaluation-homework and follow Diagnostic assessment (midterm and final exams to issue decisions - (of success and failure</p> |
| <p>.Emotional and value goals -C Working to promote the teaching of different methods and raise students' awareness of the importance of learning curricula, dialogue .and developing awareness</p> |
| <p>Teaching and learning methods</p> |
| <p>-do not rely on traditional teaching methods, because they are value based goals that cannot be taught like cognitive goals. Therefore, providing psychological motivation is required to achieve affective</p> |



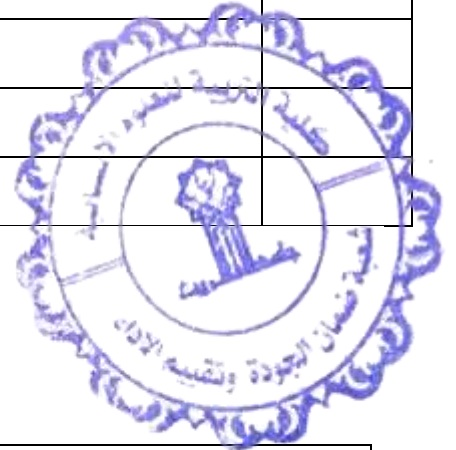
| |
|--|
| .goals |
| Evaluation methods |
| Affective goals are not assessed through traditional tests. Rather, they rely on observing the student's behavior, interviewing and discussing with her, and monitoring her relationship with the of her which provides a cumulative record educational environment .based goals-embodiment of affective and value |



| |
|--|
| General and transferable skills (other skills related to employability -D .(and personal development Skills in solving educational problems using educational and - .methods psychological programs and |
| Teaching and learning methods |

| | | | | |
|--|-------------|-------------|-------------|-----------------------|
| .Inductive (deductive) method - Classroom interaction and exchange of opinions between the student - .and the teacher to raise learning difficulties and discuss their solutions | | | | |
| Evaluation methods | | | | |
| .individual and group ,Electronic tests - | | | | |
| 120. Program structure | | | | |
| Credit hours | | Course name | Course code | Acade mic stage |
| practical | theoretical | | | |

| | | | | |
|---|---|------------------------|--|--------|
| ٢ | ٢ | Economics of Education | | Fourth |
| | | | | |
| | | | | |
| | | | | |
| | | | | |



| |
|---|
| 121. Planning for personal development |
| acquiring modern scientific Scientific communication in - experiences and skills in the field of modern technical .communication |
| 22. Admission Criteria (setting regulations for admission to a college (or institute |
| Admission to the college follows the central distribution - adopted by the Ministry of Higher Education and system Scientific Research, according to the admission form for Iraqi universities and institutes, and by balancing the .student's desire and the total he obtained |
| 123. the program The most important sources of information about |

Link to the program on the Internet, and its applications in -
.similar universities

Training courses held by the University Quality and -
Performance Departments on the program in various
.institutes and colleges in Iraq



Program Description Academic

Stage Four

Mental health material

For the Humanities

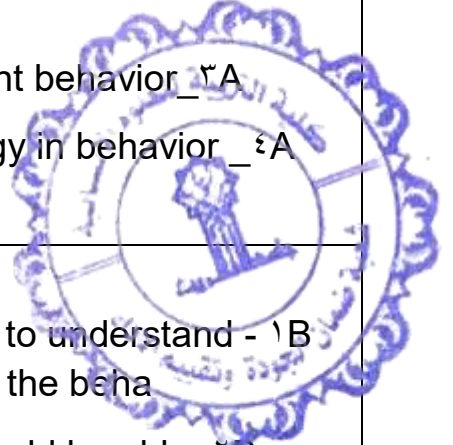
This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating whether the student has made the most of the available learning . description opportunities. It must be linked to the program

Ministry of Higher Education and Scientific
Research / Tikrit University

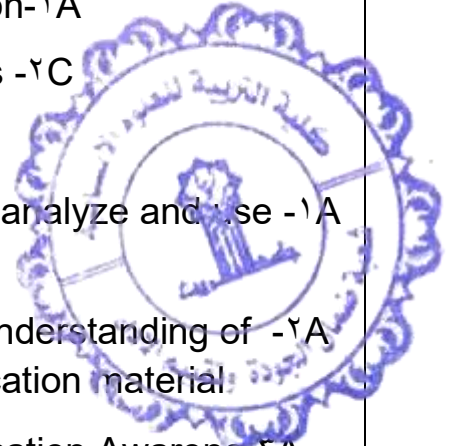
124. Educational
institution

| | |
|--|--|
| College of Education for Human Sciences / Department of Educational and Psychological Sciences | 125. Scientific Department / Center |
| Mental health | 126. Name of academic or professional program |
| Bachelor of Educational and Psychological Sciences | 127. Final Certificate Name |
| annual | 128. Academic :system Annual/Courses Other/ |
| | 129. Accredited Certification Program |
| | 130. Other external influences |
| ٢٠٢٥-٢٠٢٤ | 131. Description date preparation |
| 132. Academic program objectives | |
| Providing the Ministry of Education with specialized staff to work -١) . as educational guides | |
| .Enabling students to master the subject of behavior modification -٢ | |
| modification, and some Reinforcing the concept of behavior -٣ .of the basic terms and concepts associated with it | |
| Understanding the theoretical foundations on which behavior -٤ .modification is based | |
| Providing the graduate with skills and methods in behavior -٥ .modification | |
| 133. outcomes, teaching, learning and Required program assessment methods | |

| |
|--|
| <p style="text-align: center;">Cognitive objectives</p> <p>1-A .Knowing the basic principles of behavior modification</p> <p>2-A - The student should be familiar with strategies for modifying and .shaping behavior</p> <p>3-A Learn about different behavior modification methods</p> <p>4-A Learning about the research methodology in behavior .modification</p> |
| <p style="text-align: center;">Program skill objectives -B</p> <p>1-B The student should be able to understand - the steps for .vioral treatment planmodifying the beha</p> <p>2-B - The student should be able to build and design a . behavioral treatment plan</p> <p>3-B - The student should be able to solve problems related to .the student's understanding of the scientific material</p> |
| <p>Teaching and learning methods</p> |
| <p>The lecture method is based on explanation and clarification, and .encouraging students to diagnose and interpret some cases</p> <p>- Discussion method -</p> <p>- The inductive method-</p> <p>-Problem solving method-</p> |
| <p>Evaluation methods</p> |
| <p>Evaluation is done through periodic and final exams, in addition to assigning some homework, discussing with students what they are . and attendance and participation assigned</p> <p>Formative assessment (daily exams , class discussion, homework - .(class assessment up-and follow</p> <p>- Diagnostic assessment (midterm and final exams to issue -</p> |



| |
|---|
| (decisions of success and failure |
| <p>.Emotional and value goals -C Observation and perception-1A and Communication Analysis -2C</p> <p>behavior modification Educating the student to analyze and use -1A .methods</p> <p>Observing the student's awareness and understanding of -2A .the importance of behavior modification material</p> <p>ss of the ability to apply behavior modification Awarene-2A strategies</p> |
| Teaching and learning methods |
| <p>-on traditional teaching methods, because they are value do not rely based objectives that cannot be taught like cognitive objectives. :Therefore, the following are relied upon</p> <p>.The student should be a good role model for those around him -1 .category of good values Forming a general-2</p> <p>.Providing psychological motivation to achieve emotional goals -3</p> |
| Evaluation methods |
| <p>Affective goals are not assessed through traditional tests. Rather, they rely on observing the student's behavior, interviewing and them, and monitoring their relationship with the discussing educational environment, thus providing a cumulative record of their .based goals-representation of affective and value</p> |





General and transferable skills (other skills related to employability -D
(personal development and

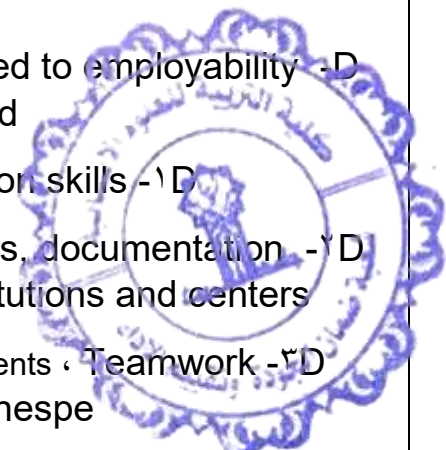
.Scientific dialogue and discussion skills -\D

Modern technology skills in communications, documentation -\D
.and communication with scientific institutions and centers

cooperation and discussion skills among students , Teamwork -\D
.cially in scientific researchespe

using educational and and study a behavioral problem Skills to solve -\D
.psychological programs and methods

**in choosing appropriate measurement methods and strategies Skills_\D
for behavior modification**



learning methods Teaching and

.Inductive (deductive) method -

.Problem solving method -

He held training courses and seminars to equip students with the -
ability to communicate with the community, engage in fruitful

.scientific methods dialogue, and solve educational problems using

Classroom interaction and exchange of opinions between the -

student and the teacher to raise learning difficulties and discuss

.their solutions

Evaluation methods

Oral and written tests, individual and group, theoretical and -
.practical

Direct observation of the student's performance in the areas of -
dialogue, intellectual and scientific communication, and teamwork

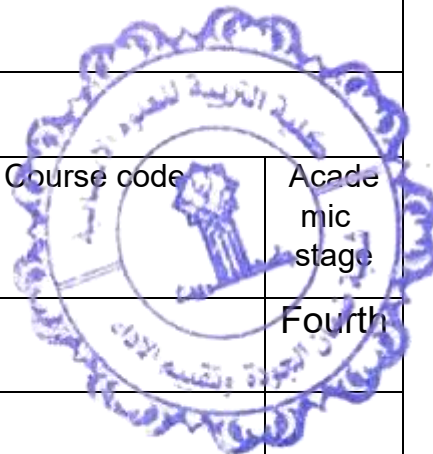
.within the classroom and the college and university environment

to test their ability Assigning students to prepare scientific research

.to think, draw conclusions, and solve problems

134. Program structure

| Credit hours | | Course name | Course code | Academic stage |
|--------------|-------------|---------------|-------------|----------------|
| practical | theoretical | | | |
| | ٤ | Mental health | | Fourth |
| | | | | |
| | | | | |



135. Planning for personal development

Scientific communication through seminars, conferences, -
and joint work with qualified cadres in similar
.specializations

Reviewing scientific studies in similar departments, to -
develop the ability to research and solve scientific
.problems

quiring modern scientific experiences and Engage in ac -
.skills in the field of modern technical communication

| |
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| |
| 136. Admission Criteria (setting regulations for admission to a (college or institute |
| <p>Admission to the college follows the central distribution - by the Ministry of Higher Education and system adopted Scientific Research, according to the admission form for s and institutes, and by balancing the Iraqi universitie .student's desire and the total he obtained</p> <p>Admission to the Department of Educational and .al Sciences is subject to the students' desirePsychologic</p> |
| 137. The most important sources of information about the program |
| <p>Link to the program on the Internet, and its applications in - .similar universities</p> <p>Training courses held by the University Quality and - Performance Departments on the program in various .institutes and colleges in Iraq</p> |

Course Description Form
Stage Four

Practical education: observation and application

Course Description

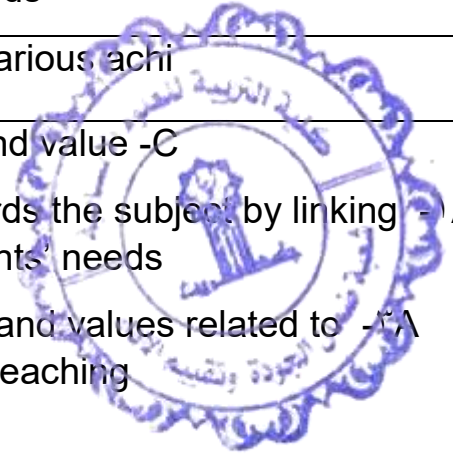
course This course description provides a concise summary of the main features and the learning outcomes expected of the student, demonstrating the most of the available learning whether the student has many opportunities. It must be linked to the program description

| | |
|--|--|
| Education and Scientific Ministry of Higher Research | 82. Educational Institution |
| Department of Educational and Psychological Sciences / College of Education for Humanities | 83. Scientific Department / Center |
| Practical education: observation and application | 84. Course Name/Code |
| | 85. Available attendance forms |
| ٢٠٢٥-٢٠٢٤ | 86. semester/year |
| ٤٥ | 87. Number of study (hours (total |
| ٢٠٢٥-٢٠٢٤ | 88. Date this description was prepared |
| 89. Course objectives | |
| To provide the student with the basic information and principles of the material | |
| research and The student should understand the meaning of deduction | |
| The student should become familiar with the concept of research and deduction in terms of their nature and use in learning | |

| |
|---|
| The student should become familiar with the modern trends in .period employing this material during the study |
| .The student should understand the concept of plagiarism |
| The student should be aware of the relationship of deduction in the .onal processeducati |
| The student should understand the importance of avoiding .plagiarism |
| familiar with the basic concepts and The student should become .principles of the subject's vocabulary |
| .The student should know each term during the course |
| The student should understand the meaning of plagiarism, quotation .and borrowing |

| |
|---|
| 20. assessment methods Course outcomes, teaching, learning and |
| <p style="text-align: center;">Cognitive objectives -A</p> <p>The student should recognize the importance of deduction in -١A .scientific research</p> <p style="text-align: center;">.To know plagiarism and ways to avoid it -٢A</p> <p style="text-align: center;">.The student should know the purpose of the deduction -٣A</p> <p style="text-align: center;">.know the types of academic plagiarism The student should -٤A</p> |
| <p style="text-align: center;">.Course specific skill objectives -B</p> <p style="text-align: center;">The student must have the skill of preparing written - ١B .correspondence</p> <p style="text-align: center;">.The student should have the skills to plan and prepare activities - ٢B</p> <p style="text-align: center;">learned To employ what has been - ٣B</p> <p style="text-align: center;">.To be able to implement effective teaching skills -٤B</p> |
| Teaching and learning methods |

| |
|---|
| Lecture, discussion, dialogue, and problem solving Communicative, technical, generative and social educational approaches |
| Evaluation methods |
| achievement tests/activities Various achievement tests/activities |
| <p>based goals-Emotional and value -C</p> <p>Creating motivation among students towards the subject by linking - A .the goals to the students' needs</p> <p>Helping students acquire the attitudes and values related to -A .ethics professional teaching</p> |
| Teaching and learning methods |
| Discussion, lecture, and questioning: all methods and strategies .according to educational situations |
| Evaluation methods |
| Various achievement tests |
| <p>employability and General and transferable skills (other skills related to -D (personal development</p> <p>Skills of taking into account individual differences -١D</p> <p>Skills for developing and investing in students' motivation -٢D</p> <p>Teaching planning skills-٣D</p> <p>Time management and teaching implementation skills -٤D</p> <p>write a daily plan How to -٥D</p> |



| |
|----------------------|
| 21. Course structure |
|----------------------|

| Evaluation method | Teaching method | Unit name/topic | Required learning outcomes | watches | week |
|-------------------|---------------------|--|--|---------|------------|
| Objective tests | Explore and discuss | Curriculum | Education Educational) and Psychological (Sciences | | the first |
| = | = | Old curriculum | = | | the second |
| = | = | Old curriculum | = | | the third |
| = | = | Goals | = | | Fourth |
| = | = | General objectives | = | | Fifth |
| = | = | Specific goals | = | | Sixth |
| = | = | Behavioral objectives | = | | Seventh |
| = | = | Educational tools | | | The eighth |
| = | = | Developing 'students capabilities | | | Ninth |
| = | = | Developing classroom management skills | | | tenth |
| = | = | Developing questioning skills | | | eleventh |
| = | = | Preparing the plan | | | twelfth |

| | | | | | |
|---|---|--------------------------------|--|--|-------------|
| = | = | Developing students' skills | | | thirteenth |
| = | = | Developing speaking skills | | | fourteenth |
| = | = | Field visit | | | fifteenth |
| = | = | Field visit | | | sixteenth |
| = | = | Student numbers | | | seventeenth |
| = | = | Student performance evaluation | | | eighteenth |
| = | = | Plans calendar | | | nineteenth |
| = | = | Practical program calendar | | | Twenty |

22. Course structure

| Evaluation method | Teaching method | Unit name/topic | Required learning outcomes | watches | week |
|-------------------|------------------------|--|--|---------|------------|
| Achievement tests | Lecture and discussion | Research and deduction | Educational and psychological sciences | ٣ | the first |
| = | = | Scientific research and its technical aspects | = | ٣ | the second |
| = | = | Ethics of scientific research and scientific researchers | = | ٣ | the third |

| | | | | | |
|--------------------|---|--|------------------------|---|------------|
| = | = | Intellectual property and author's description | = | ۳ | Fourth |
| = | = | Citation and quotation | = | ۳ | Fifth |
| = | = | forgery | = | ۳ | Sixth |
| = | = | Academic plagiarism | = | ۳ | Seventh |
| 23. infrastructure | | | | | |
| nothing | | | Required textbooks - ۱ | | |
| = | = | Strategies to avoid plagiarism | = | ۳ | Ninth |
| = | = | Methods for detecting plagiarism | = | ۳ | tenth |
| = | = | Documentation and citation | = | ۳ | elevant h |
| = | = | Forms of scientific plagiarism | = | ۳ | twelfth |
| = | = | Challenges of using plagiarism detection systems | = | ۳ | thirteenth |
| = | = | Reasons for plagiarism | = | ۳ | fourteenth |
| = | = | Penalties for plagiarism | = | ۳ | fifteenth |
| | | | | | |

| | |
|--|--|
| A Growing Problem -Plagiarism | (Main references (sources -٢ |
| Journal of the College of Education for Humanities | Recommended books and -A references (scientific journals, (.reports, etc |
| Various contact sites related to the specialty | Electronic references -B ...websites |

| |
|---|
| 24. Curriculum Development Plan |
| the annual plan to update the Developing the curriculum according to .approved academic programs at the college |