

Republic of Iraq
Ministry of Higher Education & Scientific Research
The Scientific Supervision and Evaluation Authority
Quality Assurance and Academic Accreditation Department
Accreditation Department



Guide to the Academic Program and Curriculum for Graduate Studies 2024-2025

Republic of Iraq
Ministry of Higher Education & Scientific Research Supervision and
Scientific Evaluation Directorate Quality Assurance and Academic
Accreditation

Academic Program Specification Form For the Colleges



University: University of Anbar

College: College of Education for Humanities

Department: Department of Educational and Psychological Sciences

Date Of Form Completion: 16/9/2024

Signature:

Head of Department Name:

Prof. Dr. YASIR KHALAF RASHID

Date: 16/09/2024

Signature:

Scientific Associate Name:

Prof. Dr. Ahmed Falih Fayyad

Date: 16/09/2024

The file is checked by: *Asst. Prof. Dr. Muthana Ismaeil Turki*

Quality Assurance And University Performance Manager

Department:

Date: 16/09/2024

Signature:

Dean 's Name: Prof. Taha Ibrahim Shabeeb (PhD)

Dean's Approval

Date: 16/09/2024

Signature:

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme.

1. Teaching Institution	University Of Anbar
2. University Department /Centre	College of Education for Humanities / Department of Educational and Psychological Sciences
3. Programme Title	Master's in Education / Educational and Psychological Sciences
4. Title of Final Award	Master's in Educational and Psychological Sciences
5. Modes of Attendance offered	semester
6. Accreditation	There isn't any.
7. Other external influences	There isn't any.
8. Date of production/revision of this specification	16/09/2024
9. Aims of the Programme	

The goals and strategies of the college aim for the Department of Educational and Psychological Sciences to achieve the following objectives:

1. Contribute to the university's three functions (education, scientific research, and community service).
2. Achieve program accreditation according to national standards for accrediting programs in the education field.
3. Publish scientific research in local journals and reputable global databases, and prepare researchers to keep up with scientific developments in both the academic and research fields to ensure the acquisition of information from global scientific sources and maintain the momentum of rigorous scientific research.
4. Provide a university environment that encourages students' abilities to think creatively and innovatively.
5. Prepare students academically, professionally, and culturally, enabling them to understand educational and psychological facts, concepts, and theories, and grasp the fundamental principles that qualify them for teaching, scientific research, and psychological and educational guidance in the Ministry of Education and other social, psychological, and educational institutions.
6. Meet community and labor market needs with highly qualified educational and psychological specialists who can solve and address problems according to precise scientific standards.
7. Empower students to apply scientific methods in addressing problems and life and professional situations and develop their ability to analyze and evaluate these methods against specific criteria.
8. Enable graduates to continue their higher education and adapt to new scientific developments and advancements in educational and psychological sciences, mastering research methodologies.
9. Provide educational, psychological, and counseling services to both students and citizens alike in the fields of psychological treatment, educational guidance, and career counseling.
10. Build impactful community partnerships that contribute to sustainable development.

10. The required program outputs and the methods of teaching, learning, and assessment.

A. Knowledge and Understanding

- A1. To acquire comprehensive knowledge in the field of educational and psychological sciences and work towards advancing in both educational and research aspects in line with the requirements of sustainable development, digital revolution, and keeping pace with rapid global advancements.
- A2. To learn educational and psychological knowledge that enables one to have the ability to understand and scientifically perceive the truth, conduct research and investigation, and acquire skills in critical thinking and logical reasoning to dedicate the principle of learning for knowledge towards reaching the truth.
- A3. To actively participate in knowledge production and employ more knowledge, information, and skills that enable one to gain experience and professionalism, and to prioritize their life in order to establish the principle of learning for work.
- A4. To possess a high level of specialised knowledge that supports critical analysis and concept synthesis in the fields of educational and psychological sciences.
- A5. To engage in self-learning skills through lifelong learning and continuous professional development.

B. Subject-specific skills

- B1. To possess effective communication skills, the ability to manage teamwork and lead others.
- B2. To demonstrate advanced personal skills in academic and professional life, including clarity of vision, flexibility, adaptability, initiative, and other personal skills.
- B3. To demonstrate mastery and skilled application of specialized and general knowledge in diverse professional contexts.
- B4. To demonstrate the ability to solve problems and make appropriate decisions in different contexts by using analytical methods, reasoning, and searching for multiple and innovative solutions among others.
- B5. To possess skills for the effective, responsible, and secure use of modern technologies in academic and professional life through the employment of analytical evaluation methods and application of information and data from

various sources to meet their specialized and professional needs.

Teaching and Learning Methods

Teaching and learning methods adopted in implementing the programme in general are as follows:

- Active learning.
- Mastery learning.
- Cooperative learning.
- Exploratory learning.
- Blended learning.
- E-learning.
- Inductive learning.
- Self-directed learning

Assessment methods

Assessment methods are adopted at all stages of the programme in general.

- Essay-type achievement tests.
- Objective achievement tests.
- Performance tests.
- Surveys and questionnaires
- Observation card.
- Alternative assessment.

C Thinking Skills

C1. To embody a sense of responsibility by acknowledging the societal and legal dimensions of all one's behaviours.

C2. To commit to responsible conduct and embody Islamic values and national identity.

C3. To engage in community activities that contribute to the development of their university and local community.

C4. To demonstrate professional ethics and conduct by committing to academic integrity, lifelong learning, justice and appreciation of diversity, excellence and quality, discipline, professionalism, and freedom.

C5. To apply scientific and educational principles that help them become contributing and virtuous members of society, believing that every civilization has its own set of values, and working towards learning to live with others.

D. General and Transferable Skills (other skills relevant to employability and personal development)

- D1. Self-skills.
- D2. Administrative and Legal Skills.
- D3. Informative Skills.
- D4. Teaching Skills.
- D5. Scientific Research Skills.

11. Programme Structure

Level/Year	Course or Module Code	Course or Module Title	Credit rating
Master/ 1st semester	EPS611	Personality Theories	2
Master/ 1st semester	EPS612	Developmental Psychology	2
Master/ 1st semester	EPS613	Educational Psychology	2
Master/ 1st semester	EPS614	Educational Statistics	2
Master/ 1st semester	EPS615	Teaching to think	2
Master/ 1st semester	UOA610	English Language	1
Master/ 2st semester	EPS622	Learning Theories	2
Master/ 2st semester	EPS623	School Psychology	2
Master/ 2st semester	EPS624	Advanced Trends in Teaching Methods	2
Master/ 2st semester	EPS625	Cognitive Psychology	2
Master/ 2st semester	UOA620	Scientific Research Methodology	2
Master/ 2st semester	EPS626	Educational Measurement and Evaluation	2
Master/ 2st semester	UOA621	Seminar	1

2. Personal Development Planning

Personal Development Planning: It is an organised process aimed at improving your skills, knowledge, and capabilities to achieve your personal and professional goals. The Department of Educational and Psychological Sciences relies on the following steps to assist department members in identifying their priorities and mapping out a plan for achieving change and growth, providing them with developmental planning axes, including:

1. Self-Assessment:

Before you start developing a plan, it is important to know yourself well. Evaluate your current skills, interests, strengths, weaknesses, and personal values. Tools such as SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) can be used to identify these elements.

Setting Objectives

2. Clearly define your objectives. These objectives should be SMART:

- Specific: Clearly specify what you aim to achieve.
- Measurable: Confirm that you can monitor your progress.
- Achievable: Establish goals that are attainable.
- Relevant: Ensure your objectives are in line with your values and aspirations.
- Time-bound: Set a timeframe to achieve the goals.

3. Develop an action plan

After defining the goals, create an action plan that includes the steps you will take to achieve these goals, dividing large goals into smaller ones that can be achieved in stages.

4. Skills and knowledge development:

Identify the skills and knowledge you need to achieve your goals, look for training courses, books, and workshops that can help you acquire these skills.

5. Monitoring and Evaluation:

Regularly track your progress, evaluate how well you are achieving your goals, and identify the obstacles you are facing and how to overcome them. You may need to adjust your plan based on what you learn from these assessments.

6. Adaptation and Continuous Improvement:

Be flexible in your approach and be prepared to adjust your plan as needed. Personal development is an ongoing process, so be ready to continuously learn and improve.

7. Seeking Support:

Do not hesitate to seek help and advice from others. You may have a mentor or coach who can assist you in guiding and supporting you through your journey.

8. Maintaining Balance:

Ensure to maintain a balance between your personal growth and other aspects of your life such as work, family, and personal interests. Personal development should be a part of your life and not an additional burden.

By following these steps, you can create an effective plan to develop yourself and achieve your personal and professional goals in a systematic and organised manner.

13. Admission criteria .

- The acceptance standard for Master's study: To adhere to the central instructions issued by the Ministry of Higher Education and Scientific Research/ Research and Development Department circulated in their statement numbered (B T 5/1324 on 5/2/2024) concerning the application and admission criteria for postgraduate studies within Iraq for the academic year 2024/2025, as announced on the university's official website at the following link:
<https://postgrad.uoanbar.edu.iq/catalog/file/20240208.pdf>
- The applicant must pass the competitive test prepared by a committee of academic title holders (Professor, Assistant Professor) in the applicant's field of study for postgraduate studies.
- The applicant must pass a personal interview in front of the specialised committee from the department to demonstrate their intellectual, mental, and psychological suitability.
- To pass the national English language test, the applicant must undergo a computer skills development course and proficiency test in the Arabic language.

14. Key sources of information about the programme

There are several sources to rely on to get information about the academic programme. Among the most important of these sources are:

- The official website of the university or educational institution: The official website contains comprehensive information about the academic programmes offered, including curricula, course offerings, graduation requirements, research opportunities, and more.
- Student handbook or academic programme catalogue: This guide contains

detailed information about the academic programme, including course offerings, study plans, and available specialisations.

- Faculty members: Communication with faculty members can provide information about the academic programme, course offerings, research opportunities, and training.
- University Library: Resources and references can be found to help understand the content of the academic program and deepen knowledge in various topics.
- Academic Research and Scientific Journals: Reading research and scientific articles published in specialised scientific journals can help understand current trends in the field of study and academic innovations.
- Academic Forums and Discussion Groups: Joining online academic forums or discussion groups to communicate with fellow students and professors, and share experiences and knowledge.
- Official Reports and Statistics: Accessing official reports published by the university or educational institutions to obtain data and statistics related to the academic program and its performance.

Using a variety of these sources can help students and faculty members better understand the academic programme and make the most of their educational experience or professional development.

Level/Year Master/ 1st semester	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding					Subject-specific skills					Thinking Skills					General and Transferable Skills (or) Other skills relevant to employability and personal development				
				A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
Master/ 1st semester	EPS611	Personality Theories	Core	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓		✓	✓	✓
Master/ 1st semester	EPS612	Developmental Psychology	Core	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓		✓	✓	✓
Master/ 1st semester	EPS613	Educational Psychology	Core	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓		✓	✓	✓
Master/ 1st semester	EPS614	Educational Statistics	Core	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓		✓	✓	✓
Master/ 1st semester	EPS615	Teaching to think	Core	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓		✓	✓	✓
Master/ 2nd semester	UOA610	English Language	Core	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓		✓	✓	✓
Master/ 2nd semester	EPS622	Learning Theories	Core	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓		✓	✓	✓
Master/ 2nd semester	EPS623	School Psychology	Core	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓		✓	✓	✓
Master/ 2nd semester	EPS624	Advanced Trends in Teaching Methods	Core	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓		✓	✓	✓
Master/ 2nd semester	EPS625	Cognitive Psychology	Core	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓		✓	✓	✓
Master/ 2nd semester	UOA620	Scientific Research	Core	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓		✓	✓	✓

		Methodology																					
Master/ 2st semester	EPS626	Educational Measurement and Evaluation	Core	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓		✓	✓	✓
Master/ 2st semester	UOA621	Seminar	Core	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓		✓	✓	✓

Course Description Template

Course Description

This course description provides a concise summary of the most important features of the course and the expected learning outcomes that the student is expected to achieve, demonstrating whether they have made the most of the available learning opportunities. It is essential to link this with the program description.

1. Educational Institution	University Of Anbar – College of Education for Humanities
2. Academic Department / Center	Department of Educational and psychological sciences
3. Course Name / Code	Advanced Trends in Personality Theories/ EPS611
4. Available Attendance Modes	In-person / Daily attendance
5. Semester / Year	first semester / Academic year 2024/2025
6. Total Credit Hours	Total Credit Hours: 30 theoretical hours
7. Date of Preparation of this Description	16/9/2024

8. Course Objectives

- Defining the concept of Personality Theories, its sources, and its importance to the individual and society.
- Identifying the characteristics of Personality Theories and its foundations.
- Understanding the objectives of Personality Theories (general and behavioral) and their applications.
- Knowledge of modern trends in teaching Personality Theories.
- Developing planning skills for teaching Personality Theories.
- Knowledge of modern trends in teaching the Personality Theories
- Knowledge of modern trends in Personality Theories jurisprudence and its principles.

9. Course Outcomes and Methods of Teaching, Learning, and Assessment

A. Cognitive Objectives

- A1- Knows the basic principles of teaching Personality Theories.
- A2- Explains the foundations of teaching Personality Theories.

A3- Knows the modern trends in teaching Personality Theories.

A4- Determines the appropriate terms and conditions that must be met when teaching Personality Theories.

A5- Explains the steps for teaching Personality Theories

A6- He plans to teach Personality Theories in a way that suits the objectives of the subject and the levels of the students.

A7- He is able to evaluate the teaching of Personality Theories in a sound scientific manner.

B. The skills-based objectives specific to the course

B1- Providing the student (future teacher) with skills that enable him to teach Personality Theories in accordance with general and specific objectives.

B2- Providing the student (future teacher) with modern teaching trends dealing with Personality Theories curricula and enabling him to deal with various branches of Personality Theories,

B3- Developing the skills of the student (future teacher) in using modern trends in teaching Personality Theories in a manner commensurate with scientific and cultural development.

Teaching and Learning Methods:

- Discussion Method.
- Brainstorming Method.
- Problem-solving Method.
- Active Learning Methods.
- Cooperative Learning Methods.

C. The Assessment Methods:

- Essay and Objective Tests.
- Scientific Reports.
- Alternative Assessment.

D. The General And Transferable Skills (Other Skills Related To Employability and Personal Development):

- D1 - Developing the skill of observation in following the pattern of tests and ways to employ them correctly.
- D2 - Developing the skill of asking questions in order to support the quality of information and clarify issues and meanings. They are formulated with the aim of generating new information.

- D3 - Developing the skill of retrieving information and using it to store information in long-term memory, retain it, and retrieve it when needed.
- D4- Developing the skill of comparison and the ability to analyse, interpret, relate, conclude, and come up with generalizations that can be applied to other phenomena.
- D5- Developing the classification skill and using it to sort and separate things according to their characteristics and properties, or according to their functions, or according to similarities and differences in light of a certain standard.

10. Course Structure

The Weeks:	Hours	Required Learning Outcomes	The Unit Or Topic Names:	The Teaching Methods:	The Assessment Methods:
Week 1	2	Understanding Sigmund Freud's theory	Introduction to Personality Theories	Problem-solving	Written Test
Week 2	2	Grasping Carl Jung's theory	Sigmund Freud's theory	Brainstorming	Written Test
Week 3	2	Learning about Alfred Adler's theory	Karl Jung's theory	Active Learning	Portfolio
Week 4	2	Comprehending Karen Horney's theory	Alfred Adler's theory	Cooperative Learning	Practical Reports
Week 5	2	Familiarity with Gordon Allport's theory	Karen Hornay's theory	Problem-solving	Practical Reports

Week 6	2	Understanding Raymond Cattell's theory	Gordon Allport's theory	Discussion	Portfolio
Week 7	2	Knowledge of Hans Eysenck's theory	Raymond Cattell's theory	Brainstorming	Written Test
Week 8	2	Grasping Albert Bandura's theory	Hans Eysenck's theory	Cooperative Learning	Written Test
Week 9	2	Familiarity with Carl Rogers' theory	Albert Bandura's theory	Discussion	Written Test
Week 10	2	Understanding Abraham Maslow's theory	Carl Rogers theory	Brainstorming	Portfolio
Week 11	2	Knowledge of George Kelly's theory	Abraham Maslow's theory	Active Learning	Portfolio
Week 12	2	Understanding Kurt Lewin's theory	George Kelly's theory	Cooperative Learning	Portfolio
Week 13	2	Familiarity with Henry Murray's theory	Kurt Levin's theory	Active Learning	Practical Reports
Week 14	2	Grasping Erik Erikson's theory	Henry Murray's theory	Discussion	Written Test

Week 15	2	Knowledge of the five-factor theory	Introduction to Theory Personality	Cooperative Learning	Written Test
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11. Infrastructure

1. Required Textbooks	Non
2. Main References (Sources)	- Introduction to Personality Theories: Written by: Barbara Engler, translated by Fahd bin Abdullah. Dar Al Harith for Printing and Publishing, Taif 1991. Personality Theories: Written by: Jaber Abdel Hamid Jaber, Dar Al Nahda Al Arabiya, Cai.
a. Recommended Books and References (Scientific Journals, Reports, etc.)	Journal of Literature/ A scientific journal issued - by the College of Arts, University of Baghdad - Journal of Literature, Al-Mustansiriya/ A scientific journal issued by the College of Arts, Al-Mustansiriya University. Publishing in cooperation with the National Research Center, Palestine.
b. Electronic References, Websites, etc.	- Dar Al Manzumah website - Shamaa website for educational research and studies.

12. Course Development Plan

1. Setting goals.
2. Curriculum design.
3. Selection of educational materials.

Course Description Template

Course Description

This course description provides a concise summary of the most important features of the course and the expected learning outcomes that the student is expected to achieve, demonstrating whether they have made the most of the available learning opportunities. It is essential to link this with the program description.

8. Educational Institution	University Of Anbar – College of Education for Humanities
9. Academic Department / Center	Educational and psychological sciences
10. Course Name / Code	Developmental Psychology / EPS612
11. Available Attendance Modes	In-person / Daily attendance
12. Semester / Year	Second semester / Academic year 2024/2025
13. Total Credit Hours	30 theoretical hours
14. Date of Preparation of this Description	16/9/2024

8. Course Objectives

- Introducing students to developmental psychology, its goals, and foundations.
- Equipping students with the principles and laws of growth from childhood through adolescence to old age.
- Helping students gain the knowledge needed about factors affecting healthy growth.
- Enabling students to recognize behavioral disorders and deviations that occur, especially during childhood and adolescence.
- Applying what students have learned about growth principles in both scientific and everyday life contexts.
- Providing students with the ability to analyze psychological opinions related to growth processes according to the schools of thought they have studied.
- Understanding how individuals develop in terms of thinking, feelings, personality, and social skills, and how biological, environmental, and social factors influence this development.

- Equipping students with knowledge about human development across various life stages. By understanding the changing psychological and behavioral processes, we can improve quality of life and enhance mental and social health for individuals at all stages of their growth.

9. Course Outcomes and Methods of Teaching, Learning, and Assessment

A. Cognitive Objectives

A1- 1. Understanding what growth is in all its psychological, cognitive, and biological dimensions.

A2. Making students aware of the psychological effects that behavioral deviations cause at different life stages.

A3. Recognizing the impact of heredity on growth.

A4. Understanding the influence of the environment on growth.

A5. Knowing how individual thinking develops across different stages.

A6. Grasping individual differences: understanding that children and adults develop in different ways and at different times based on biological and environmental characteristics.

A7. Analyzing the factors that influence growth: gaining the ability to analyze the environmental and social factors that affect individual development, such as family, school, and community.

A8. Developing suitable teaching methods: using knowledge of growth theories to design educational curricula that fit different growth stages, like choosing appropriate teaching methods for the student's age.

B. The skills-based objectives specific to the course

B1-1. Performance skills through engaging the student in the lesson.

B2. Social skills by opening a group dialogue among the students.

B3. Practical educational and psychological skills to develop the student abilities in their field of specialization.

B4. Personal skills that refine abilities and enhance the researcher's academic character.

Teaching and Learning Methods:

- - Brainstorming method.
- - Problem-solving method.
- - Active learning techniques.
- - Cooperative learning methods.

C. The Assessment Methods:

- - Written tests (essay and objective).
- - Scientific reports.
- - Alternative assessment.
- - Performance tests.

D. The General And Transferable Skills (Other Skills Related To Employability and Personal Development):

- D1. Developing the skill of observation and accurately tracking stages of growth.
- D2. Cultivating skills in reflection and self-questioning.
- D3. Improving the ability to recall information and apply it.
- D4. Enhancing the skill of comparison and the ability to analyze, interpret, connect, and conclude.
- D5. Developing the skill of classification and using it to sort and separate things based on their attributes and characteristics.

10. Course Structure

The Weeks:	Hours	Required Learning Outcomes	The Unit Or Topic Names:	The Teaching Methods:	The Assessment Methods:
Week 1	2	Receptivity and understanding	Concept of developmental psychology The meaning of growth and development and the relationship between them	Oral and written tests	The lecture
Week 2	2	Receive and discuss	Principles of growth	Oral and written tests	The lecture
Week 3	2	Receive and discuss	Growth before birthday Baby brain development	Exams	The lecture
Week 4	2	Receive	The mental and	Real-time	The lecture

		and discuss	cognitive development of the child	tests	
Week 5	2	Receive and discuss	The child's linguistic development The child's emotional and social development	the exams	The lecture
Week 6	2	Receive and discuss	Physical growth and skills acquisition	daily exams	The lecture
Week 7	2	Receive and discuss	Some early childhood disorders	Oral and written tests	The lecture
Week 8	2	Receive and discuss	Factors affecting growth (genetics and environment)	Oral and written exams	The lecture
Week 9	2	Receive and discuss	Research methods in developmental psychology	Exams	The lecture
Week 10	2	Receive and discuss	Theories of human development Freud's theory Erik Erikson's theory	the exams	The lecture
Week 11	2	Receive and discuss	Piaget's theory	the exams	The lecture
Week 12	2	Receive and discuss	Kohlberg's theory of moral development Buhler's theory of human development	Exams	The lecture
Week 13	2	Receive and discuss	Attachment theory Bandura's social	Oral and written tests	The lecture

			learning theory		
Week 14	2	Receive and discuss	Maslow's theory Jung's theory of the stages of life	Oral and written tests	The lecture
Week 15	2	Receive and discuss	Definition of adolescence Growth manifestations and characteristics in adolescence	Exams	The lecture

11. Infrastructure

1. Required Textbooks	Non
2. Main References (Sources)	1- Psychology of development from the fetus to old age: Adel Ezzedine Al-Ashwal. 2- Motor development, childhood-adolescence: Osama Kamel Rateb 3- Developmental psychology from childhood to adolescence: Hamed Abdel Salam Zahran
a. Recommended Books and References (Scientific Journals, Reports, etc.)	-Journal of Educational and Psychological Research - Journal of Psychological Sciences
b. Electronic References, Websites, etc.	- Dar Al Manzumah website - Shamaa website for educational research and studies.

12. Course Development Plan

1. Setting goals.
2. Curriculum design.
3. Selection of educational materials.

Course Description Template

Course Description

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1. Educational Institution	Anbar University - College of Education for Humanities
2. Academic Department / Center	Department of Educational and Psychological Sciences
3. Course Name / Code	Educational psychology / EPS613
4. Available Attendance Modes	My presence
5. Semester / Year	First semester/for the academic year 2024/2025
6. Total Credit Hours	30 hours of theory
7. Date of Preparation of this Description	16/9/2024

Course Objectives

- Defining the concept of educational psychology
- Identifying the goals of educational psychology
- Learn about the goals of educational psychology (general and behavioral) and their applications.
- Knowledge of the concepts of educational psychology
- Developing teaching planning skills in light of educational psychology and its educational applications.

9 .Course outcomes and teaching, learning and evaluation methods

- A 2. Explains the foundations of teaching in light of educational psychology.
- A 2. Explains the foundations of teaching in light of educational psychology.
- A3. Knows educational applications in light of the concepts of educational psychology.
- A4. Able to evaluate teaching of educational psychology.

B. The skills-based objectives specific to the course

B1. Providing the student (future teacher) with skills that enable him to teach the concepts of educational psychology

B 2. Providing the student (future teacher) with modern teaching trends to deal with the concepts of educational psychology

B 3. Developing the skills of the student (future teacher) in using theoretical frameworks in his educational applications of educational psychology.

Teaching and Learning Methods:

- Discussion Method.
- Brainstorming Method.
- Problem-solving Method.
- Active Learning Methods.
- Cooperative Learning Methods.

C. The Assessment Methods:

- Essay and Objective Tests.
- Scientific Reports.
- Alternative Assessment.

D. The General And Transferable Skills (Other Skills Related To Employability and Personal Development):

- D1 - Developing the skill of observation in following the pattern of tests and ways to employ them correctly.
- D2 - Developing the skill of asking questions in order to support the quality of information and clarify issues and meanings. They are formulated with the aim of generating new information.
- D3 - Developing the skill of retrieving information and using it to store information in long-term memory, retain it, and retrieve it when needed.
- D4- Developing the skill of comparison and the ability to analyse, interpret, relate, conclude, and come up with generalizations that can be applied to other phenomena.

- D5- Developing the classification skill and using it to sort and separate things according to their characteristics and properties, or according to their functions, or according to similarities and differences in light of a certain standard.

10. Course Structure					
The Weeks:	Hours	Required Learning Outcomes	The Unit Or Topic Names:	The Teaching Methods:	The Assessment Methods:
Week 1	2	Acquiring concepts of educational psychology	Historical development of educational psychology, schools of psychology, theoretical and applied branches of psychology	Problem-solving	Written Test
Week 2	2	Gaining the basics of educational psychology	The educational process and educational psychology, teaching theory, educational goals and applications, objectives, and sources.	Brainstorming	Written Test
Week 3	2	Understanding behavioral objectives	Learning and its conditions, types of learning, behavior and factors influencing it	Active Learning	Portfolio
Week 4	2	Knowing the importance of research	Factors affecting the effectiveness of the educational process, research	Cooperative Learning	Practical Reports

		methods	methods in educational psychology, tools for collecting information		
Week 5	2	Acquiring skills in educational psychology	Attention and sensory perception, types of stimuli in attracting attention, and subjective factors in attracting attention	Problem-solving	Practical Reports
Week 6	2	Applying concepts of psychology in teaching	Characteristics of attention, types of attention, sensory perception, its nature,	Discussion	Portfolio
Week 7	2	Understanding learning methods derived from educational psychology concepts	Motivation in learning, its importance, nature, classification of motivation, educational functions of motivation, strategy for stimulating students' motivation towards learning.	Brainstorming	Written Test
Week 8	2	Gaining up-to-date knowledge in teaching educational	The concept of remembering and forgetting, the subjective and objective factors	Cooperative Learning	Written Test

		psychology	that help in remembering, factors specific to the learner and the information to be learned, and factors specific to teaching methods that help in remembering.		
Week 9	2	Gaining modern knowledge in improving the learning process	Theories of memory interpretation	Discussion	Written Test
Week 10	2	Gaining modern knowledge in enhancing learning	The concept of forgetting, theories explaining forgetting	Brainstorming	Portfolio
Week 11	2	Gaining modern knowledge in improving the educational process	Transfer of the learning effect, its concept, types, importance, theories of the transfer of the training effect, educational applications of the transfer of the learning effect.	Active Learning	Portfolio
Week 12	2	Gaining modern knowledge in	Feedback, its concept, importance, types of feedback,	Cooperative Learning	Portfolio

		enhancing learning	feedback and programmed instruction		
Week 13	2	Exam	Exam	Active Learning	Practical Reports
Week 14	2	Acquiring skills in using concepts of educational psychology	Thinking, deduction, induction, types of thinking, steps of thinking in solving problems, characteristics of a good thinker.	Discussion	Written Test
Week 15	2	Knowing theories of educational psychology and their educational applications	Learning theories and their educational applications	Cooperative Learning	Written Test

11. Infrastructure

1. Required Textbooks	Non
2. Main References (Sources)	- - Foundations of Educational Psychology, Fadel Mohsen Al-Azirdawi, Dar Al-Kutub for Printing and Publishing, 1991, Mosul. - Educational Psychology, Raouf Mahmoud Al-Qaisi, 1st edition, 2008, Tikrit University - Learning, its foundations and applications, Raja Mahmoud Abu Allam, Cairo University, 2004.
a. Recommended Books and References (Scientific Journals, Reports, etc.)	- - Ahmed Ezzat Rajeh, Fundamentals of Psychology, 1976.
b. Electronic	Reaserchget -

References, Websites, etc.	- Shamaa website for educational research and studies
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12. Course Development Plan

- | |
|--|
| <ol style="list-style-type: none">1. Setting goals.2. Curriculum design.3. Selection of educational materials. |
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Course Description Template

Course Description

This course description provides a concise summary of the most important features of the course and the expected learning outcomes that the student is expected to achieve, demonstrating whether they have made the most of the available learning opportunities. It is essential to link this with the program description.

1. Educational Institution	University Of Anbar – College of Education for Humanities
2. Academic Department / Center	Department of Educational and psychological sciences
3. Course Name / Code	Educational statistics / EPS614
4. Available Attendance Modes	In-person / Daily attendance
5. Semester / Year	Second semester / Academic year 2024/2025
6. Total Credit Hours	30 theoretical hours
7. Date of Preparation of this Description	16/9/2024

8. Course Objectives

- Defining the concept of statistics, its importance, purpose of use and types.
- Identifying the sample, its types, variables and their types.
- Reviewing the measures of central tendency and when the distribution is normal and skewed.
- Knowing the measures of dispersion and determining the best measure to describe data, whether grouped or ungrouped.
- Knowing the measures of relationship and understanding the meaning of the values on which the correlation coefficient depends and its interpretation.
- Knowing the conditions for using each type of correlation coefficients and determining the appropriate level of measurement for each type.
- Knowing the research hypotheses, degrees of freedom and levels of statistical significance.
- Knowing the conditions for using the t-test and when to use it and calculate the t-values.
- Knowing the conditions for using the analysis of variance and the steps for extracting it and calculating the degrees of freedom in it.

- Knowing the conditions for using nonparametric inferential statistics, its types and advantages
- Knowing the chi-square test, its types, the steps to extract it, and judging the chi-square value
- Knowing the Mann-Whitney test, its cases, the steps to extract it, and judging the calculated value if the tabular value is known
- Knowing the Wilcoxon test, its cases, the steps to extract it, and judging the calculated value if the tabular value is known
- Knowing the Kruskal test, its cases, the steps to extract it, and judging the calculated value if the tabular value is known

9. Course Outcomes and Methods of Teaching, Learning, and Assessment

A. Cognitive Objectives

- A 1. Know the concept of statistics.
- A 2. Understand the purpose of using statistics.
- A 3. Distinguish between descriptive and inferential statistics
- A 4. Know the concept of variables.
- A 5. Identify the properties of the arithmetic mean
- A 6. Extract the arithmetic mean for grouped and ungrouped data.
- A 7. Extract the median if the data are grouped and ungrouped
- A 8. Extract the mode if the data are grouped and ungrouped
- A 9. Determine the best measures of dispersion to describe the main variables
- A 10. Determine the relationship between the standard deviation and the variance
- A 11. Explain the reason for extracting measures of dispersion
- A 12. Understand the main purpose of using the correlation coefficient
- A 13. Interpret the correlation coefficient between variables
- A 14. Identify the conditions for using the Pearson correlation coefficient
- A 15. Calculate the Pearson correlation coefficient
- A 16. Calculate the Spearman correlation coefficient
- A 17. Convert the values of the variables to ranks
- A 18. Understand the use of the Point-Based Correlation Coefficient
- A 19. Determine the reason for formulating research hypotheses
- A 20. Discuss the levels of significance in research
- A 21. Mention the conditions for using the t-test
- A 22. Calculate the degrees of freedom when using the t-test
- A 23. Apply the t-test law for two independent samples

- A 24. Distinguish between related and independent samples
- A 25. Apply the solution steps to extract the t-value
- A 26. Know the number of variables used in one-way ANOVA
- A 27. Understand the difference between ANOVA and t-test
- A 28. Determine when to use one-way ANOVA
- A 29. Extract the calculated F value in two-way ANOVA
- A 30. Understand the difference between two-way ANOVA with and without interaction
- A 31. Describe one of the tests used in post-hoc comparisons
- A 32. Know the conditions for using nonparametric statistics
- A 33. Identify the assumptions of using chi-square for goodness of fit
- A 34. Determine the use of the Mann-Whitney statistical test
- A 35. Distinguish between the Mann-Whitney test and the Wilcoxon test
- A 36. Draw the appropriate judgment if the calculated and tabulated Kruskal value is known

B. The skills-based objectives specific to the course

- B 1. Providing the student (future researcher) with skills that enable him perform statistical analysis of his research.
- B 2. Providing the student (future researcher) with critical skills for each statistical work and being able to employ the statistical method that suits each hypothesis or study objective.
- B 3. Developing the skills of the student (future researcher) in using computerized statistical programs such as (SPSS), AMOS, and MATLAB.

Teaching and Learning Methods:

- Discussion method.
- Statistical problem solving method.
- Active learning methods (inquiry).
- Cooperative learning methods.

C. The Assessment Methods:

- Written tests (essay and objective).
- Scientific reports.
- Alternative assessment.
- Performance tests.

D. The General And Transferable Skills (Other Skills Related To

Employability and Personal Development):

- D 1. Develop the skill of criticizing the statistical work that he encounters in his reading of previous research and studies.
- D 2. Develop the skill of using advanced statistical methods in testing research hypotheses such as path analysis and structural equation modeling.
- D 3. Develop the skill of retrieving information and statistical laws and employing them in storing information in long-term memory and retaining and retrieving it when needed.
- D 4. Develop the skill of comparison and the ability to analyze, interpret, link, infer and come up with generalizations that can be applied to other phenomena.
- D 5. Develop the skill of classification and use it to sort and separate things according to their characteristics and properties or according to their functions or according to similarity and difference in light of a specific criterion.

10. Course Structure

The Weeks:	Hours	Required Learning Outcomes	The Unit Or Topic Names:	The Teaching Methods:	The Assessment Methods:
Week 1	2	Acquiring the concepts of educational statistics	The concept of statistics, branches and sections of statistics, variables and their types, types of statistical data, sources of data collection, the sample and its types.	Discussion	Written Test
Week 2	2	Recognizing measures of central tendency	Measures of tendency: arithmetic mean, median, mode, weighted mean,	Investigation and Research	Scientific Reports

			harmonic mean		
Week 3	2	Knowledge of measures of dispersion and methods of extracting them	Measures of dispersion: range, standard deviation, variance, standard deviation, relative variance	Discussion	Scientific Reports
Week 4	2	Acquiring skills to extract simple correlation coefficients	Relationship measures: Pearson correlation coefficient, Spearman, Phi, Point-Based Correlation and its types, Ken	Discussion	Achievement File
Week 5	2	Recognizing correlation coefficients (partial - multiple)	Partial correlation coefficient (its uses and extraction steps), multiple correlation coefficient (its uses and extraction steps)	Investigation and Research	Practical Reports
Week 6	2	Knowledge of inferential statistics and types of statistical tests	Inferential statistics: the concept of inferential statistics and its importance, statistical hypotheses, types of statistical tests, conditions for using statistical	Discussion Method	Scientific Reports

			tests, degrees of freedom and levels of significance.		
Week 7	2	Knowledge of methods of testing correlation coefficients	T-test for significance of correlation coefficients, Z-test for significance of correlation coefficients, Z-test for significance of difference between correlation coefficients	Investigation and Research	Scientific Reports
Week 8	2	Knowledge of types of t-tests and methods of extracting them	One-sample t-test, two-sample t-test, two-sample t-test	Cooperative Learning	Written Test
Week 9	2	Recognizing the analysis of variance test, its cases, extraction steps, types and post-tests	One-way ANOVA, Two-way ANOVA (interaction – no interaction), Tukey test, Scheffe test	Discussion Method	Written Test
Week 10	2	Recognizing post-tests and their types	Post-tests: Scheffe test, Tukey test	Discussion Method	Scientific Reports
Week 11	2	Recognizing non-	Nonparametric tests: their	Active Learning	Achievement File

		parametric tests, their types and conditions for their use	concept, conditions of use, chi-square test and its types (goodness of fit, independence)		
Week 12	2	Recognizing the Mann-Whitney test, how to extract it and conditions for its use	Mann-Whitney test: for small, medium, and large samples	Cooperative Learning	Achievement File
Week 13	2	Recognizing the Wilcoxon test, conditions for its use and types	Wilcoxon test: for small and large samples	Active Learning	Practical Reports
Week 14	2	Knowing the Kruskal test, its conditions and extraction steps	Kruskal Test: Conditions of Use, Cases, and Steps for Extracting It	Discussion Method	Scientific Reports
Week 15	2	Post-test	Written test of the subject	Paper, Pen, and Calculator	Written Test

11. Infrastructure

1. Required Textbooks	Non
2. Main References (Sources)	- - Statistics for the researcher in education and human sciences, Dr. Awda and Al-Khalili. - Data analysis in educational and

	psychological research, Dr. Salah Al-Din Allam. - Descriptive and inferential statistics in education and psychology, Dr. Zakaria Athanasius and Abdul Jabbar Tawfiq. - Descriptive and inferential statistics in writing educational and psychological research, Dr. Yassin Hamid Ayal. - Parametric and non-parametric statistics in testing psychological and educational research hypotheses, Dr. Abdul Moneim Ahmed Al-Dardir.
a. Recommended Books and References (Scientific Journals, Reports, etc.)	- Journal of Studies in Curricula and Teaching Methods/ a peer-reviewed scientific journal issued by the Egyptian Society for Curricula and Teaching. - Journal of Curricula and Teaching Methods/an international peer-reviewed scientific journal/the Arab Foundation for Science and Research Publishing in cooperation with the National Research Center, Palestine.
b. Electronic References, Websites, etc.	- Journal of Educational and Behavioral Statistics/ A scientific journal issued by the American Educational Research Association - University of California. - Journal of Statistical Sciences/ An international peer-reviewed scientific journal/ The Arab Institute for Statistical Training and Research.

12. Course Development Plan

1. 1. Evaluating and criticizing the statistical work of previous research and studies.
2. Using advanced statistical programs (SPSS), AMOS and MATLAB.
3. Upgrading to advanced statistical methods (regression analysis, path analysis and structural equation modeling).

Course Description Template

Course Description

This course description provides a concise summary of the most important features of the course and the expected learning outcomes that the student is expected to achieve, demonstrating whether they have made the most of the available learning opportunities. It is essential to link this with the program description.

1. Educational Institution	Educational Institution: University Of Anbar – College of Education for Humanities
2. Academic Department / Center	Department of Educational and Psychological Sciences
3. Course Name / Code	Teaching thinking / EPS615
4. Available Attendance Modes	In-person / Daily attendance
5. Semester / Year	Second semester / Academic year 2024/2025
6. Total Credit Hours	30 theoretical hours
7. Date of Preparation of this Description	16/9/2024

8. Course Objectives

- Introducing students to the importance of teaching thinking.
- Introducing students to the objectives of teaching thinking.
- Enabling students to identify types of thinking.
- Knowledge of modern trends in teaching thinking.
- Identify thinking skills.
- Empowering the student and providing him with opportunities to learn to think and learn.
- Preventing the student from making mistakes in thinking after knowing them.
- The student learns about thinking education programs and how to apply them.
- Providing the student with basic and higher thinking skills.

9. Course Outcomes and Methods of Teaching, Learning, and Assessment

A. Cognitive Objectives

- A1. What is the definition of teaching thinking
- A2. What are the modern trends in teaching thinking skills
- A3. What is the appropriate approach to studying teaching thinking
- A4. Determine the appropriate conditions and circumstances that must be available when teaching thinking
- A5. What are the types of thinking
- A6. Explain the steps of teaching thinking
- A7. What is the relationship between thinking and thinking skills
- A8. Be able to use modern scientific thinking standards.

B. The skills-based objectives specific to the course

- B 1. Providing the student (future teacher) with skills to teach thinking according to general and specific objectives.
- B 2. Providing the student (future teacher) with research studies conducted by students in teaching thinking.
- B 3. Developing the skills of the student (future teacher) in using modern trends in teaching thinking in a manner consistent with scientific and cultural development.

Teaching and Learning Methods:

- Discussion Method.
- Brainstorming Method.
- Problem-solving Method.
- Active Learning Methods.
- Cooperative Learning Methods.

C. The Assessment Methods:

- Essay and Objective Tests.
- Scientific Reports.
- Alternative Assessment.

D. The General And Transferable Skills (Other Skills Related To Employability and Personal Development):

- D1 - Developing the skill of observation in following the pattern of tests and ways to employ them correctly.
- D2 - Developing the skill of asking questions in order to support the quality of information and clarify issues and meanings. They are formulated with the aim of generating new information.

- D3 - Developing the skill of retrieving information and using it to store information in long-term memory, retain it, and retrieve it when needed.
- D4- Developing the skill of comparison and the ability to analyse, interpret, relate, conclude, and come up with generalizations that can be applied to other phenomena.
- D5- Developing the classification skill and using it to sort and separate things according to their characteristics and properties, or according to their functions, or according to similarities and differences in light of a certain standard.

10. Course Structure

The Weeks:	Hours	Required Learning Outcomes	The Unit Or Topic Names:	The Teaching Methods:	The Assessment Methods:
Week 1	2	Acquiring the concepts of teaching thinking	Thinking, what is thinking, how does the thinking process take place, its components (reality, brain, senses, information and previous experiences)	Problem-solving	Written Test
Week 2	2	Equipping yourself with the basics of teaching thinking	Global Thinking Standards (Clarity, Correctness, Accuracy, Relevance, Depth, (Breadth, Logic	Brainstorming	Written Test
Week 3	2	Introducing the student to the importance of thinking and	The importance of thinking and memory mechanisms	Active Learning	Portfolio

		memory mechanism			
Week 4	2	Student knowledge of thinking obstacles	Obstacles to thinking	Cooperative Learning	Practical Reports
Week 5	2	Introducing the student to the types of thinking	Types of thinking (convergent, divergent, inductive, deductive, logical, concrete, innovative, critical, creative, (.etc	Problem-solving	Practical Reports
Week 6	2	Methods of teaching thinking	Empowering students with methods of teaching thinking	Discussion	Portfolio
Week 7	2	Concept of thinking skills	The importance of the concept of thinking skills	Brainstorming	Written Test
Week 8	2	Classification of teaching thinking skills	Equipping yourself with modern knowledge in teaching thinking skills	Cooperative Learning	Written Test
Week 9	2	Thinking patterns and skills	Introducing students to how to classify thinking styles teaching skills	Discussion	Written Test
Week 10	2	Types of thinking skills Fluency skills with	Equipping yourself with modern knowledge in thinking skills	Brainstorming	Portfolio

		practical examples			
Week 11	2	Introducing the student to problem solving skills	Problem solving skills with practical examples	Active Learning	Portfolio
Week 12	2	Knowledge acquisition steps to teach thinking	Steps to teach thinking Mistakes in teaching thinking	Cooperative Learning	Portfolio
Week 13	2	Acquiring modern knowledge in theories of thinking and intelligence	Thinking, intelligence and the most important theories	Active Learning	Practical Reports
Week 14	2	Gain skills in using thinking education programs	Thinking Education Programs	Discussion	Written Test
Week 15	2	test	Previous article	Cooperative Learning	Written Test

11. Infrastructure

1. Required Textbooks	Non
2. Main References (Sources)	Teaching thinking, Dr. Sabah Marshood Manukh Al-Obaidi Developing thinking skills (theoretical models and practical applications, Dr. Adnan Yousef Al-Atoum Thinking skills and learning methods, Dr. Salem Ali Al-Gharabi. Thinking, its types, skills and teaching strategies, Mohsen Ali Al-Attiyah

	Teaching thinking - concepts and applications, Dr. Fathi Abdul Rahman Jarwan
a. Recommended Books and References (Scientific Journals, Reports, etc.)	Studies Journal: Educational Sciences / A scientific journal issued by the Deanship of Scientific Research at the University of Jordan Saudi Journal of Psychological Sciences / A semiannual journal concerned with all topics and issues of psychology in its theoretical and applied branches issued by the Saudi Society for Educational and Psychological Sciences - King Saud University.
b. Electronic References, Websites, etc.	- Dar Al Manzumah website - Shamaa website for educational research and studies.

12. Course Development Plan

1. Setting goals.
2. Curriculum design.
3. Selection of educational materials.

Course Description Template

Course Description

This course description provides a concise summary of the most important features of the course and the expected learning outcomes that the student is expected to achieve, demonstrating whether they have made the most of the available learning opportunities. It is essential to link this with the program description.

1. Educational Institution	University Of Anbar–College of Education for Humanities
2. Academic Department / Center	Department of Psychological and Educational Sciences
3. Course Name / Code	English Language- Level 2/ UOA610
4. Available Attendance Modes	In-person / Daily attendance
5. Semester / Year	Second semester / Academic year 2024/2025
6. Total Credit Hours	30 theoretical hours
7. Date of Preparation of this Description	16/9/2024

8. Course Objectives

1. The student will learn the most important basic skills for acquiring the English language.
2. The student will understand the components of the sentence.
3. The student will learn how to construct the sentence.
4. The student will be able to construct correct linguistic sentences and read.
5. The student will acquire new linguistic vocabulary in the English language.
6. The student will learn how to write basic correspondence and construct linguistic composition.

9. Course Outcomes and Methods of Teaching, Learning, and Assessment

A. Cognitive Objectives:

1. Know the basic principles of learning English.
2. Students' ability to use English fluently in reading, writing, and oral and written comprehension.
3. Know the latest trends in teaching English.
4. Ability to conduct research and analyze texts and linguistic sources.

5. Develop scientific research skills in the field of English.
6. Understand and appreciate cultural differences and their impact on the use of English in various contexts.
7. Develop their professional capabilities in various fields related to English, such as editing, technical writing, and translation.

B. The skills-based objectives specific to the course

Teaching and Learning Methods:

- Theoretical Lectures.
- Practical Lectures.
- Learning Practice.
- Language learning Activities.

C. The Assessment Methods:

- Essay and Objective Tests.
- Scientific Reports.
- Writing English Composition.
- Alternative Assessment.

D. The General And Transferable Skills (Other Skills Related To Employability and Personal Development):

1. The student should be able to distinguish between parts of speech and divisions of the sentence.
2. The student should be able to understand the sentence and the meanings of the words from the context.
3. The student should be able to distinguish between the different additions at the beginning and end of the word.
4. The student should deduce a summary of the passages he read.
5. The student should deduce synonyms related to the passages he read according to the context.

10. Course Structure

The Weeks:	Hours	Required Learning Outcomes	The Unit Or Topic Names:	The Teaching Methods:	The Assessment Methods:
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Week 1	2		International student	Lectures	Written Test+ Activity
Week 2	2		Where in the world...?	Lectures	Written Test+ Activity
Week 3	2		Writing and reading ESP compositions	Lectures	Written Test+ Activity
Week 4	2		Newspaper articles	Lectures	Written Test+ Activity
Week 5	2		Modern Technology	Lectures	Written Test+ Activity
Week 6	2		First test	Lectures	Written Test+ Activity
Week 7	2		Conferences and visits	Lectures	Written Test+ Activity
Week 8	2		Science and our world		Written Test+ Activity
Week 9	2		People: past and present	Lectures	Written Test+ Activity
Week 10	2		The world of IT	Lectures	Written Test+ Activity
Week 11	2		Second Test	Lectures	Written Test+ Activity
Week 12	2		Inventions, discovers, and processes	Lectures	Written Test+ Activity
Week 13	2		Travel and tourism	Lectures	Written Test+

					Activity
Week 14	2		Writing and reading ESP compositions	Lectures	Written Test+ Activity
Week 15	2		Oral test	Lectures	Written Test+ Activity

11. Infrastructure:

1. Required Textbooks	Yes
2. Main References (Sources)	- Headway Academic Skills Level 2 Sarah Philpot
a. Recommended Books and References (Scientific Journals, Reports, etc.)	o Other References
b. Electronic References, Websites, etc.	

12. Course Development Plan:

1. Setting goals.
2. Curriculum design.
3. Selection of educational materials.

Course Description Form

Course description

This course description provides a concise summary of the most important characteristics of the course and the learning outcomes students are expected to achieve, demonstrating whether they have maximized their learning opportunities. It should be linked to the program description.

1. Educational institution	Anbar University – College of Education for Humanities
2. Scientific Department / Center	Department of Educational and Psychological Sciences
3. Course Name/Code	Learning Theories / EPS622
4. Available Attendance Forms	In-person / Daily attendance
5. Semester/Year	Second Semester / for the academic year 2024/2025
6. Number of credit hours (total)	30 hours theory
7. Date of preparation of this description	16/9/2024

8. Course Objectives
Knowledge of theory in the natural sciences and in the behavioral sciences.
Recognize the most prominent theories of learning.
- Understand the scientific laws of learning that describe and explain the phenomenon.
- Understand and assimilate the scientific experiments of each theory of learning
- Analyze the functional relationship between a behavioral event and a set of variables.
- Knowledge of behavioral theory (Thorndike's correlation theory)
- Knowledge of conditional theory (Ivan Pavlov's simple conditional theory).
- Knowledge of Guthrie's conjunction theory.
- Knowledge of field theories (Gestalt, Levine).
- Knowledge of Skinner's procedural or descriptive behavioral conditional theory.
- Knowledge of the theory of mean variables by Clark Hill.

9. Course Outcomes, Teaching and Learning Methods, and Assessment

a. Cognitive objectives (making the student able to)

A1. Recognizes the basic principles of learning.

A2. Explains variables and responses and what happens between them during learning.

A3. defines theory in the natural and behavioral sciences

A4. Identify the premises, assumptions, and domain of each theory of learning

A5. outlines the steps of Thorndike's correlation theory

A6. Describes Ivan Pavlov's theory of simple conditioning.

A7. Demonstrate Guthrie's conjunction theory.

A8. Be able to apply learning theories and their pedagogical applications

B. Course-specific skill objectives

B1. To provide the student with the skills to formulate stimuli and responses according to learning theories.

B2. To provide the student with an understanding of the scientific material in the form of stimuli during learning.

B3. Developing the student's skills to develop the cognitive aspect defined by the scientific objectives and based on scientific foundations.

c. Teaching and learning methods

- Brainstorming.

- Problem solving.

- Active learning methods.

- Cooperative learning methods.

E- Assessment methods

- Written tests (essay and objective).

- Scientific reports.

- Alternative assessment.

- Performance tests.

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

D1. Develop the skill of clarity and direction by providing a set of principles or guidelines to build the student's approach to teaching during employment.

D2. Develop the skill of applying the strategies that the student will possess to communicate with a variety of students who come from different backgrounds, learn at different speeds, and face different academic challenges or obstacles.

D3. Develop the skill of clear communication between teachers and students including non-verbal communication such as body language.

D4. Develop the skill of building confidence and self-esteem.

D5. Develop the skill of utilizing scientific insights into how learning occurs.

9. Course structure

Week	Hours	Required Learning Outcomes	Unit name or topic	Learning Method	Assessment method
first	2	Students gain knowledge of learning by realizing the way the term learning is used	Learning (its concept, learning as a change in performance)	Lecture	Practical reports
second	2	Students gain the skill of differentiating between empirical equations and theoretical curves that relate to learning theories.	Practice and learning curves (Practice is a condition of learning, learning curve, learning curve, its parts)	Discussion	Practical reports
third	2	The student recognizes the role of motivation in learning	The nature of the issue and the history of motivation research (the current state of the issue, the meaning of motivation and its role in learning)	Discussion	Scientific reports
fourth	2	Students can observe and measure the effects of	Learning outcomes (learning, personality,	Discussion	Practical reports

		learning in different situations	learning, learning, change in cognitive and emotional organization)		
Fifth	2	Students acquire the skill of distinguishing between natural and psychological phenomena	The meaning of theory in the natural sciences and in the behavioral sciences	Lecture	Practical reports
sixth	2	Students learn about Thorndike's thinking in his attempt to establish a general theory of learning and how behavior is explained	Correlation theory: Thorndike	Lecture	Scientific reports
seventh	2	Students gain the skills to recognize the relationship between the human biological sciences and the behavioral sciences	Simple conditionality theory: Ivan Pavlov	Lecture	Scientific reports
eighth	2	Students are introduced to a conditional theory based on correlation and conjunction as	Coupling theory: Guthrie	Lecture	Scientific reports

		temporal correlation			
ninth	2	Students are introduced to new effects, and these effects, as a whole, are subject to the general laws of organization in the law of new form	Field theory: Gestalt	Lecture	Scientific reports
tenth	2	Students recognize what distinguishes Levine's theory from classical Gestalt theory in explaining the learning process	Field theory: Levin	Discussion	Scientific reports
eleventh	2	Students learn about behavioral learning as procedural units and how the coherence of the behavioral chain depends on the reinforcing action	Procedural Conditionalism or Descriptive Behaviorism: Skinner	Lecture	Scientific reports
Twelfth	2	Students learn about axioms and the formulation of theories based on mathematical proof and facts.	Mean-variance theory: Clark Hill	Discussion	Educational Tasks and Activities
thirteenth	2	Gain knowledge	Humanistic,	Lecture	Practical

		about modern humanistic theories of learning	cognitive, and biological theories		reports
Fourteenth	2	Students recognize the ease and clarity of the original learning situation so that the learner can understand and implement it in the future.	Introduction to the learning framework (conditions of theory building, conditions of the theoretical framework)	Discussion	Scientific reports
Fifteenth	2	Students acquire the skills to distinguish between variables in light of a given criterion	A framework for explaining human learning (categorization of variables, independent antecedent variables)	Lecture	Scientific reports

10. Infrastructure

1 Required textbooks	- There are none.
2 Main References (Sources)	- Theories of Learning, Dr. Ahmed Zaki Saleh
a. Recommended books and references (scientific journals, reports,)	- Theories of Learning, translated by: Dr. Ali Hussein Hajjaj and Dr. Attia Mahmoud Hanna
B - Electronic references, websites	- Theories of Learning, Dr. Imad Abdul Rahim Al-Zaghloul

11. Course Development Plan

- Continuous review of objectives
- Measuring the achievement of learning outcomes.
- Developing course content.

- Utilizing learning theories and their pedagogical applications in the educational process
- Using appropriate evaluation methods.
- Utilizing educational resources
- Conducting continuous assessment
- Ensuring the effectiveness of the course through success indicators.

Course Description Template

Course Description

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, proving whether he or she has made the most of the available learning opportunities. It must be linked to the description of the programmer.

1. Educational institution	Anbar University – College of Education for Humanities
2. Scientific Department / Center	Department of Educational and Psychological Sciences
3. Course Name/Code	School Psychology/ EPS623
4. Available Attendance Forms	In-person / Daily attendance
5. Semester / Year	Second Semester / for the academic year 2024/2025
6. Number of Credit Hours (Total)	30 hours theory
7. Date of preparation of this description	16/9/2024

8. Course Objectives

1. Introducing students to the concept of school psychology and its importance in the educational process.
2. Clarify the relationship between school psychology and special education.
3. Identify the role of the school psychologist in providing psychological and counseling services.
4. Review the most important psychological theories related to learning and behavior in the school environment.
5. Analysis of factors affecting the mental health of students within the school
6. Introducing students to the concept of school psychology and its importance in the educational process.
7. Clarify the relationship between school psychology and special education.
8. Identify the role of the school psychologist in providing psychological and counseling services.
9. Review the most important psychological theories associated with

learning and behavior in the school environment.
10. Analysis of factors affecting the mental health of students within the school
11. Introducing students to the concept of school psychology and its importance in the educational process.

Course Outcomes and Methods of Teaching, Learning and Assessment

A. Cognitive Objectives (Making the Student Able to)

1. Define the concept of school psychology and its importance in the educational process.
2. Analysis of the relationship between school psychology and special education.
3. Explain the role of the school psychologist in providing psychological and counseling services.
4. Classify the most common psychological and behavioral problems in the school environment.
5. Clarify theories of psychology associated with learning and school behavior.
6. Review mental health promotion methods in schools.
7. Define the concept of school psychology and its importance in the educational process.
8. Analysis of the relationship between school psychology and special education.

B. Course Skills Objectives

1. Diagnosing psychological and behavioral problems in students using appropriate assessment tools.
2. Develop psychological intervention strategies to treat learning difficulties and delayed study.
3. Apply psychological counseling methods to help students overcome academic and social challenges.
4. Design treatment plans for problems such as hyperactivity and attention deficit.
5. Improve effective communication skills with students, teachers and parents to support students psychologically and academically

c. Teaching and learning methods

Brainstorming method.

How to solve problems.

Active learning methods.

Cooperative learning methods.

Evaluation methods

Written tests (essay and thematic).

Scientific reports.

Alternate calendar.

Performance tests.

d. General and qualitatively transferred skills (other skills related to employability and personal development).

D1. Develop the skill of observation in teaching and follow the steps of each strategy and apply it correctly.

D2. Develop the skill of asking questions in order to support the quality of information and clarify issues and meanings. They are formulated with the aim of generating new information.

D3. Develop the skill of retrieving information and employing it in storing information in long-term memory, retaining and retrieving it when needed.

D4. Developing the skill of comparison and the ability to analyze, interpret, link, conclude and come up with generalizations that can be applied to other phenomena.

D5. Developing the skill of classification and using it to sort and separate things according to their characteristics and properties or according to their functions or according to similarities and differences in the light of a certain criterion.

9. Course structure.

The week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The first	2	Students acquire learning knowledge: (concept, foundations, elements)	Introduction to School Psychology	Lecture	Practical Reports
Second	2	Students acquire the importance of the role of school psychology in improving the educational process	The relationship of school psychology with education	Debate	Practical Reports
Third	2	Students acquire the skill of identifying the main tasks of the	The role of the school psychologist and the provision of	Discussion	Scientific Reports

		psychologist in schools	psychological services		
Fourth	2	Students acquire the skills of analyzing the role of the psychologist in supporting students with special needs	Objectives of psychological services in schools	Discussion	Practical Reports
Fifth	2	Students acquire the ability to distinguish between psychological counseling and psychotherapy	School Psychological Counseling	Lecture	Practical Reports
Sixth	2	Students gain the ability to clarify the relationship between the psychologist and the teacher in providing psychological support	The teacher counselor and his role in psychological support	Lecture	Scientific Reports
Seventh	2	Students acquire the skills to evaluate the methods of implementing extension plans and evaluate their effectiveness	Steps of the counseling process at school	Lecture	Scientific Reports
Eighth	2	Students gain the ability to analyze the role of the psychologist in treating academic delays Propose strategies to support students	Study delay and its causes	Lecture	Scientific Reports

		who are behind in school.			
Ninth	2	Students acquire analysis of methods for diagnosing learning difficulties in schools	Learning difficulties and psychological intervention	Lecture	Scientific Reports
tenth	2	Describe the impact of ADHD on students' academic achievement. Design strategies to deal with hyperactive students in schools	Attention Deficit Hyperactivity Disorder (ADHD)	Discussion	Scientific Reports
Eleventh	2	Identify factors affecting mental health in schools. Evaluating the role of the psychologist in promoting students' mental health	Mental health in the school environment	Lecture	Scientific Reports
Twelfth	2	Analysis of intervention and treatment strategies for autistic students. Evaluating the role of the psychologist in supporting students with autism within the school	Psychological counseling for people with autism spectrum disorders	Discussion	Educational tasks and activities
Thirteenth	2	Gain knowledge about major psychological	Theories of school psychology	Lecture	Practical Reports

		theories in school psychology			
Fourteenth	2	Develop students' skills on analyzing strategies to support parents in dealing with their children's problems	The role of the psychologist in interacting with the family	Discussion	Scientific Reports
Fifteenth	2	Students acquire comprehensive review skills for school psychology topics. Analysis of applied case studies in schools. Offer practical suggestions to improve psychological services in schools.	Final assessment and practical applications	Discussion	Scientific Reports

10. Infrastructure.

1 Required textbooks	- None.
2 Main references (sources)	- Kamel, M.A. (2003). <i>School Psychology</i> . Dar Al-Fikr Al-Arabi
Recommended books and references (scientific journals, reports,)	- Al-Bakri, A. (2007). <i>School Psychology</i>. Al Moataz For Publishing & Distribution. - Qatami, N. (1992). <i>Fundamentals of School Psychology</i>. Beirut: Dar Al-Shorouk for Publishing and Distribution. - Kawafha, T.M. (2003). <i>Learning disabilities and proposed treatment plan</i>. Amman: Dar Al-Masirah for Publishing, Distribution and Printing. - Haggett, F. (2000). <i>School Psychology</i> (translated by Lotfi Shaheen). Amman: International

	Scientific House for Publishing and Distribution
B Electronic references, websites	- Dar Al-Manzma Website - Shamaa website for educational research and studies.

11. Course Development Plan

- Continuous review of objectives
- Measure the extent to which learning outcomes have been achieved.
- Developing the course content.
- Employing school psychology and its educational applications in the educational process
- Use appropriate calendar methods.
- Employment of educational resources
- Conducting continuous evaluation
- Ensure the effectiveness of the course through success indicators.

Course Description Template

Course Description

This course description provides a concise summary of the most important features of the course and the expected learning outcomes that the student is expected to achieve, demonstrating whether they have made the most of the available learning opportunities. It is essential to link this with the program description.

1. Educational Institution	University Of Anbar / College of Education for Humanities
2. Academic Department / Center	Department of Educational and Psychological Sciences
3. Course Name / Code	Advanced Trends in Teaching Methods/ EPS624
4. Available Attendance Modes	In-person / Daily attendance
5. Semester / Year	Second semester / Academic year 2024/2025
6. Total Credit Hours	30 theoretical hours
7. Date of Preparation of this Description	16/9/2024

8. Course Objectives

- Understanding the concept of the elements of the educational process.
- Recognizing the basic concepts of methods, techniques, and strategies in teaching.
- Grasping the goals (general, specific, and behavioral) and their applications.
- Practically applying teaching skills.
- Analyzing modern teaching strategies according to theoretical scholars.
- Knowing modern strategies (active learning, cooperative learning, self-directed learning) in teaching.
- Knowing modern strategies (brainstorming, induction and measurement, discussion and dialogue) in teaching.
- Knowing modern strategies (Six Thinking Hats, blended learning, problem-solving) in teaching.

- Practically applying modern teaching strategies.

9. Course Outcomes and Methods of Teaching, Learning, and Assessment

A. Cognitive Objectives

- A1. Knows the basic principles of teaching methods.
- A2. Explains the foundations of successful teaching.
- A3. Understands advanced studies in teaching strategies.
- A4. Identifies the appropriate conditions and circumstances that need to be present when teaching diverse strategies.
- A5. Outlines the steps of modern strategies (active learning, cooperative learning, self-directed learning) in teaching.
- A6. Explains modern strategies (brainstorming, induction and measurement, discussion and dialogue) in teaching.
- A7. Explains modern strategies (the six thinking hats, blended learning, problem-solving) in teaching.
- A8. Is able to apply teaching strategies in a scientifically sound manner.

B. The skills-based objectives specific to the course

- B1. Equipping the student (future teacher) with the skills that enable them teach according to the plans and objectives.
- B2. Providing the student (future teacher) with modern teaching approaches handle curricula and empowering them to teach educational and psychological sciences.
- B3. Developing the student's (future teacher) skills in using modern teaching strategies that align with scientific and civilizational advancements.

Teaching and Learning Methods:

- Lecture method
- Brainstorming method
- Problem-solving method
- Active learning strategies
- Cooperative learning strategies

C. The Assessment Methods:

- Written tests (essay and objective).
- Scientific reports.
- Alternative assessment.
- Performance tests.

D. The General And Transferable Skills (Other Skills Related To Employability and Personal Development):

- 1. Developing the skill of observation in teaching and following the steps of each strategy and applying them correctly.
- 2. Developing the skill of asking questions to support the quality of information and clarify issues and meanings. They should be phrased to generate new information.
- 3. Enhancing the skill of retrieving information and using it to store knowledge in long-term memory, retaining it, and recalling it when needed.
- 4. Developing the skill of comparison and the ability to analyze, interpret, connect, infer, and come up with generalizations that can be applied to other phenomena.
- 5. Developing the skill of classification and using it to sort and separate things based on their characteristics and properties, or according to their functions, or based on similarities and differences under a certain criterion.

10. Course Structure

The Weeks:	Hours	Required Learning Outcomes	The Unit Or Topic Names:	The Teaching Methods:	The Assessment Methods:
Week 1	2	Students will gain knowledge about curricula: (concept, foundations, elements)	Curriculum: (concept, foundations, components)	Lecture	Practical reports
Week 2	2	Providing students with the basics of (methods, techniques, strategies) of teaching	Concept: (methods, techniques, strategies) of teaching	Discussion	Practical reports
Week 3	2	Students will	Goals	Active	Achievemen

		acquire the skill of formulating goals (general, specific, behavioral)	(general, specific, behavioral)	learning	t file
Week 4	2	Students will gain teaching skills	Teaching skills	Cooperative learning	Practical reports
Week 5	2	Students will acquire teaching skills for the 21st century	Teaching skills in the 21st century	Lecture	Practical reports
Week 6	2	Providing students with modern teaching strategies	Modern teaching strategies	Lecture	Achievement file
Week 7	2	Students will understand active learning strategies	Active learning strategies	Active learning	Written test
Week 8	2	Students will grasp the cooperative learning strategy	Cooperative learning strategy	Cooperative learning	Written test
Week 9	2	Gaining knowledge about the six thinking hats strategy	Six thinking hats strategy	Discussant	Written test
Week 10	2	Students will understand the strategy of induction and measurement	Inductive and deductive reasoning strategy	Discussion	Achievement file
Week 11	2	Students will acquire knowledge about	Brainstorming strategy	Brainstorming	Achievement file

		brainstorming strategy			
Week 12	2	Students will gain the skill to apply the dialogue and discussion strategy	Dialogue and discussion strategy	Discussion	Teaching tasks and activities
Week 13	2	Gaining knowledge about the problem-solving strategy	Problem-solving strategy	Active learning	Practical reports
Week 14	2	Developing students' skills regarding blended learning strategy	Blended learning strategy	Cooperative learning	Tasks and duties
Week 15	2	Enhancing students' abilities related to self-directed learning strategy	Self-directed learning strategy	Cooperative learning	Training activities

11. Infrastructure

1. Required Textbooks	Non
2. Main References (Sources)	- Al-Hashimi, Abdul Rahman Abdul Ali, and Taha Ali Hussein (2008), Modern Strategies in the Art of Teaching . - Mohammed, Dawood Maher, and Majid Mahdi Mohammed (1991), Basics of General Teaching Methods . - Obaidat, Thawqan, Abu Said Suheila (2007), Teaching Strategies in the 21st Century Guide for Teachers and Educational Supervisors . - Jamal, Abdul Rahman Abdul Salam (2000), General Teaching Methods and Skills for

	Implementing and Planning the Teaching Process . - Qutami, Youssef (2013), Cognitive Learning and Teaching Strategies . - Darwaza, Afnan Nazira (2004), Strategies in Educational Psychology . - Al-Ayasa, Walid Tawfiq (2011), Thinking Skills Teaching Strategies.
a. Recommended Books and References (Scientific Journals, Reports, etc.)	- Journal of Studies in Curricula and Teaching Methods/ a peer-reviewed scientific journal issued by the Egyptian Society for Curricula and Teaching. - Journal of Curricula and Teaching Methods/an international peer-reviewed scientific journal/the Arab Foundation for Science and Research Publishing in cooperation with the National Research Center, Palestine.
b. Electronic References, Websites, etc.	- Dar Al Manzumah website - Shamaa website for educational research and studies.

12. Course Development Plan

- Continuous review of objectives
- Measuring the extent of learning outcomes achieved.
- Developing course content.
- Employing interactive teaching strategies and modern technology in course instruction.
- Using appropriate assessment methods.
- Utilizing educational resources.
- Conducting ongoing evaluations.
- Ensuring the effectiveness of the course through success indicators.

Course Description Template

Course Description

This course description provides a concise summary of the most important features of the course and the expected learning outcomes that the student is expected to achieve, demonstrating whether they have made the most of the available learning opportunities. It is essential to link this with the program description.

1. Educational Institution	University Of Anbar / College of Education for Humanities
2. Academic Department / Center	Department of Educational and Psychological Sciences
3. Course Name / Code	Cognitive Psychology/ EPS625
4. Available Attendance Modes	In-person / Daily attendance
5. Semester / Year	Second semester / Academic year 2024/2025
6. Total Credit Hours	30 theoretical hours
7. Date of Preparation of this Description	16/9/2024

8. Course Objectives

- - Knowing the concept of cognitive psychology.
- - Identifying the basic concepts in cognitive psychology
- - Understanding the goals (general and specific) in cognitive psychology
- - The most important goals of cognitive psychology are its use in the field of education to organize educational curricula
- - Insight into students about the goals and educational skills of cognitive psychology and their importance in the success of the teaching and learning process

9. Course Outcomes and Methods of Teaching, Learning, and Assessment

A. Cognitive Objectives

A1 Help in decision making by using different cognitive tools to describe how people perceive and respond to their surroundings .

A2. One of the most important goals of cognitive psychology is its use in the

field of education to organize educational curricula, which enhances the educational process for students

A3. Know advanced studies in cognitive psychology

A4. Information processing and the hypotheses on which the theory of information processing in cognitive psychology is based

A5. Determine goals in the cognitive, affective and psychomotor fields .

A6. Distinguish between each strategy according to its procedures, types of thinking, foundations and principles.

A7. Explain the importance of cognitive skills in the educational process

A8 Explain the mechanism of the brain by explaining how the mind processes the knowledge and information that is acquired

B. The skills-based objectives specific to the course

B 1. Providing the student with cognitive skills that enable him to teach according to plans and objectives .

B 2. Planning to develop professional practice and develop students' thinking

B 3. Mastering basic professional and modern skills in the field of cognitive psychology

Teaching and Learning Methods:

- Lecture method
- Brainstorming method
- Problem-solving method
- Active learning strategies
- Cooperative learning strategies

C. The Assessment Methods:

- Written tests (essay and objective).
- - Scientific reports.
- - Alternative assessment.
- - Performance tests

D. The General And Transferable Skills (Other Skills Related To Employability and Personal Development):

- D 1. Links different knowledge to solve professional problems
- D 2. Develop the skill of asking questions to support the quality of information and clarify issues and meanings. It is formulated with the aim of generating new information.
- D 3. Develop the skill of retrieving information and employing it in storing information in long-term memory, retaining it and retrieving it when needed.
- D 4. Develop the skill of comparison and the ability to analyze, interpret, link, infer and come up with generalizations that can be applied to other phenomena.
- D 5. Develop the skill of classification and use it to sort and separate things according to their characteristics and properties or according to their functions or according to similarity and difference in light of a specific criterion..

10. Course Structure

The Weeks:	Hours	Required Learning Outcomes	The Unit Or Topic Names:	The Teaching Methods:	The Assessment Methods:
Week 1	2	Learn about the nature of cognitive psychology, its research methods and its .main topics	Definition of cognitive psychology Historical development of the study of knowledge	Lecture	Written and oral tests
Week 2	2	Identifying the topics of cognitive psychology Research methods in cognitive phenomena	Topics of cognitive psychology and research methods in it	Lecture	Operational reports

Week 3	2	Identify basic cognitive processes	Attention types and theories	Discussion, dialogue, presentations , collaborative sessions	Written and oral tests
Week 4	2	Learn about perception, its types and theories	Perception, its types and theories	Discussion, dialogue, presentations , collaborative sessions	Written and oral tests
Week 5	2	Understanding Memory and Forgetting	Memory and Forgetting	Lecture	Written and oral tests
Week 6	2	Explaining the concept of imagination and its modern theories	imagination and its modern theories	Lecture	Written and oral tests
Week 7	2	Learn about the nature of thinking and its theories	thinking and its theories	Lecture	Written and oral tests
Week 8	2	Identify problem-solving strategies and use them to solve problems facing students	problem-solving strategies and use them to solve problems facing students	Discussion, dialogue, presentations , collaborative	Written and oral tests
Week 9	2	Learn about theory of mind	Theory of mind and its basic theoretical principles	Lecture	Written and oral tests
Week 10	2	Identifying	cognitive	Lecture	Written and

		cognitive styles	styles		oral tests
Week 11	2	Clarifying the role of language and language and thinking	the role of language and intelligence, its types and theories	Discussion, dialogue, presentations , collaborative sessions	Written and oral tests
Week 12	2	Learn about intelligence, its types and theories	Dialogue and discussion strategy	Lecture	Written and oral tests
Week 13	2	Learn about information processing theory and its importance	information processing theory and its importance	Lecture	Written and oral tests
Week 14	2	Learn about artificial intelligence and cognitive psychology	artificial intelligence and cognitive psychology	Lecture	Written and oral tests
Week 15	2	Understanding the nature of cognitive neuroscience	Cognitive Neuroscience and its Interests	Lecture	Written and oral tests

11. Infrastructure

1. Required Textbooks	Non
2. Main References (Sources)	- Mohammed, Shaza, Issa, Mustafa (2011) Cognitive Psychology, Dar Al-Masirah for Publishing, Amman, Jordan - Al-Zaghloul, Rafeh, Al-Zaghloul, Imad Abdul Rahman (2007) Cognitive Psychology, Dar Al-Shorouk, Amman, Jordan - Al-Sharqawi, Anwar ((2003) Contemporary Cognitive Psychology, Angelo Egyptian Library, Second Edition, Egypt

a. Recommended Books and References (Scientific Journals, Reports, etc.)	- Solso, Robert (2000) Cognitive Psychology, translated by Muhammad Najib Al-Sabwa, Mustafa Muhammad Kamel, Muhammad Al-Hassanin Al-Daqq, Anglo Egyptian Library, Second Edition, Egypt.
b. Electronic References, Websites, etc.	- Dar Al Manzumah website - Shamaa website for educational research and studies.

- **12. Course Development Plan**

- Employing the latest results of scientific research specialized in cognitive psychology..
- Evaluating students' outcomes in cognitive psychology and their ability to apply them in classroom educational situations..
- Holding workshops and applied lectures on educational strategies in cognitive psychology..
- Employing teaching models with theoretical foundations in teaching plans to address comprehension difficulties, low academic achievement, and develop diverse thinking styles..
- Using appropriate assessment methods
 - Employing educational resources
 - Conducting continuous assessment
 - Ensuring the effectiveness of the course through success indicators

Course Description Template

Course Description

This course description provides a concise summary of the most important features of the course and the expected learning outcomes that the student is expected to achieve, demonstrating whether they have made the most of the available learning opportunities. It is essential to link this with the program description.

1. Educational Institution	University Of Anbar / College of Education for Humanities
2. Academic Department / Center	Department of Educational and Psychological Sciences
3. Course Name / Code	educational measurement and evaluation / EPS626
4. Available Attendance Modes	In-person / Daily attendance
5. Semester / Year	Second semester / Academic year 2024/2025
6. Total Credit Hours	30 theoretical hours
7. Date of Preparation of this Description	16/9/2024

8. Course Objectives

Defines the basic concepts and principles of measurement and evaluation

Understands the educational objectives and their relationship to the evaluation process

Applies the steps for constructing the achievement test.

Learn about the types of achievement tests.

Extracts the psychometric properties of the test.

Analyzes the test results to extract paragraph specifications.

Understands testing methods.

Follows scientific developments in the field of measurement and evaluation and its most prominent applications.

9. Course Outcomes and Methods of Teaching, Learning, and Assessment

A. Cognitive Objectives

- Knowledge and Understanding - Knows the concept of measurement, evaluation and testing.

- Deduce the relationship between measurement and evaluation
- Classifies educational and psychological tests.
- Applies the steps for constructing a table of specifications.
- Understands the types of test vocabulary.
- Formulates paragraphs with all types of vocabulary, following the correct rule.
- Applies the test correction equation based on estimation.
- Extracts the difficulty factor, discriminatory power, and effectiveness of incorrect alternatives to the test.
- Mentions the manifestations of honesty, its types, and methods of verifying it.
- Distinguish between types of stability and methods of verifying them
- Understands the sources of measurement errors and ways to overcome them
- Interprets test results using standards
- Understands testing methods and their types
- Knows contemporary trends in measurement and its most prominent applications

B. The skills-based objectives specific to the course

B. Subject-specific skills- Providing the student (future teacher) with skills that enable him to follow scientific methods in the process of measuring the level of achievement of his students.

- Providing the student (future teacher) with skills that enable him to develop tests that measure students' achievement and mental development and ways to evaluate them in a sound manner.
- Developing the student's (future teacher) skills in using test results to make judgments about the effectiveness and adequacy of the teaching and learning process.
- Providing the student (future researcher) with skills that enable him to conduct statistical analysis of his research tools.
- Providing the student (future researcher) with knowledge of methods for extracting validity and reliability.
- Providing the student (future teacher) with skills in the field of building question banks and structured tests.

Teaching and Learning Methods:

- Lecture method
- Brainstorming method
- Problem-solving method
- Active learning strategies
- Cooperative learning strategies

C. The Assessment Methods:

- Written tests (essay and objective).
- Scientific reports.
- Alternative assessment.
- Performance tests.

D. The General And Transferable Skills (Other Skills Related To Employability and Personal Development):

General and Transferable Skills (other skills relevant to employability and personal development)

- Developing the skill of observation in following the pattern of tests and ways to employ them correctly.
- Developing the skill of asking questions in order to support the quality of information and clarify issues and meanings. They are formulated with the aim of generating new information.
- Developing the skill of retrieving information and using it to store information in long-term memory, retain it, and retrieve it when needed.
- Developing the skill of comparison and the ability to analyse, interpret, link, conclude, and come up with generalizations that can be applied to other phenomena.
- Developing the skill of classification and using it to sort and separate things according to their characteristics and properties, according to their functions, or according to similarities and differences in light of a certain standard. Developing the skill of observation in following the pattern of tests and ways to employ them correctly.
- Developing the skill of asking questions in order to support the quality of information and clarify issues and meanings. They are formulated with the aim of generating new information.
- Developing the skill of retrieving information and using it to store information in long-term memory, retain it, and retrieve it when

needed.

- Developing the skill of comparison and the ability to analyse, interpret, link, conclude, and come up with generalizations that can be applied to other phenomena.

-Developing the skill of classification and using it to sort and separate things according to their characteristics and properties, according to their functions, or according to similarities and differences in light of a specific standard.

10. Course Structure

The Weeks:	Hours	Required Learning Outcomes	The Unit Or Topic Names:	The Teaching Methods:	The Assessment Methods:
Week 1	2	Students gain knowledge about the concepts of measurement and evaluation.	Basic concepts and principles of measurement and evaluation	Lecture	Practical reports
Week 2	2	Providing students with the basics of (educational objectives, educational objectives and how to formulate them and their importance in evaluation	Educational objectives and evaluation process	Discussion	Practical reports
Week 3	2	Students acquire the skill of constructing an achievement test.	Steps to build the test	Active learning	Achievement file
Week 4	2	Students acquire the rules for formulating tests	Achievement tests (tests based on the	Cooperative learning	Practical reports

		based on giving an answer, the method of correcting it and its application.	student giving an answer)		
Week 5	2	Students acquire the rules for formulating tests based on choosing an answer, the method of correcting it and its application.	Achievement tests (choice-based tests)	Lecture	Practical reports
Week 6	2	Providing students with paragraph analysis skills such as ease, difficulty, and discriminating power.	Analyze and improve test items	Lecture	Achievement file
Week 7	2	Students acquire knowledge and skills in extracting the various types of validity of tests and measurements.	Psychometric properties of tests (validity of tests)	Active learning	Written test
Week 8	2	Students acquire knowledge and skills in extracting the various types of reliability for tests and measurements.	Psychometric properties of tests (reliability of tests)	Cooperative learning	Written test

Week 9	2	Gain knowledge of good test and measurement specifications.	General specifications of the test: comprehensiveness, standardization, objectivity, suitability, and ease of application	Discussant	Written test
Week 10	2	Students understand the sources of measurement errors and how to address them.	Sources of measurement errors	Discussion	Achievement file
Week 11	2	Students gain knowledge in interpreting test scores by converting them to standard scores.	Interpretation of test results	Brainstorming	Achievement file
Week 12	2	Students gain knowledge of testing methods and the rules for preparing, applying and correcting them.	Some non-test evaluation methods	Discussion	Teaching tasks and activities
Week 13	2	Gain knowledge about contemporary trends in measurement and evaluation such as test item response theory.	Contemporary trends in educational and psychological measurement and evaluation	Active learning	Practical reports

Week 14	2	Develop students' knowledge and skills about modern measurement applications such as question banks and structured tests.	Applied directions related to measurement and evaluation methods	Cooperative learning	Tasks and duties
Week 15	2	Evaluating students' level in educational measurement and evaluation	Written test	Written test	Written test

11. Infrastructure

1. Required Textbooks	Non
2. Main References (Sources)	- Allam, Salah El-Din Mahmoud. (2000). Educational and psychological measurement and evaluation, its basics, applications and contemporary directions. 1st edition. Cairo: Dar Al-Fikr Al-Arabi. - Ayal, Yassin Hamid, and Jassim, Khaled Jamal (2014): Educational evaluation and its future directions in the teaching process, 1st edition, Al-Yamamah Printing and Publishing Office, Baghdad. - Majeed, Abdul Hussein Razouki, and Ayal, Yassin Hamid. (2012). Measurement and evaluation for university students, Al Yamamah Printing House, Baghdad. - Allam, Salah El-Din Mahmoud. (2014). Educational and psychological tests and standards. 4th edition. Amman: Dar Al-Fikr for Publishing and Distribution. - Allam, Salah El-Din Mahmoud. (2007). Educational measurement and evaluation in the teaching process. 1st edition. Amman: Dar Al

	Masirah for Publishing and Distribution. - Al-Imam, Mustafa Mahmoud and others (1990): Evaluation and Measurement, Ministry of Higher Education and Scientific Research, University of Baghdad.
a. Recommended Books and References (Scientific Journals, Reports, etc.)	- Journal of Educational Evaluation and Learning Management/ A scientific journal issued by the Center for Measurement and Evaluation - Mansoura University.. - Arab Journal of Measurement and Evaluation/ An international scientific journal/ issued by the Arab Society for Measurement and Evaluation in Egypt.
b. Electronic References, Websites, etc.	- Dar Al Manzumah website - Shamaa website for educational research and studies.

12. Course Development Plan

- Continuous review of objectives
- Measuring the extent of learning outcomes achieved.
- Developing course content.
- Employing interactive teaching strategies and modern technology in course instruction.
- Using appropriate assessment methods.
- Utilizing educational resources.
- Conducting ongoing evaluations.
- Ensuring the effectiveness of the course through success indicators.

Course Description Template

Course Description

This course description provides a concise summary of the most important features of the course and the expected learning outcomes that the student is expected to achieve, demonstrating whether they have made the most of the available learning opportunities. It is essential to link this with the program description.

1. Educational Institution	University Of Anbar / College of Education for Humanities
2. Academic Department / Center	Department of Educational and Psychological Sciences
3. Course Name / Code	Advanced Trends in Research Methods/ UOA620
4. Available Attendance Modes	In-person / Daily attendance
5. Semester / Year	Second semester / Academic year 2024/2025
6. Total Credit Hours	30 theoretical hours
7. Date of Preparation of this Description	16/9/2024

8. Course Objectives

- Knowing the concept of the elements of the educational process.
- Identifying the basic concepts of methods, approaches and strategies in scientific research.
- Understanding the objectives (general, specific and behavioral) and their applications.
- Applying scientific research skills in a practical way
- Analyzing scientific research strategies and skills according to the requirements of publishing modern scientific research.

9. Course Outcomes and Methods of Teaching, Learning, and Assessment

A. Cognitive Objectives

A 1. The student would be able to know the basic principles of scientific research.

A 2. Clarifies the foundations of writing a scientific research according to the modern scientific principles.

A 3. The student knows the mechanism for selecting previous studies in scientific research.

A 4. The student would be able to apply his/her scientific research strategies in a sound scientific manner.

B. The skills-based objectives specific to the course

B 1. Providing the student (future researcher) with skills that enable him conduct scientific research according to plans and objectives.

B 2. Providing the student (future researcher) with modern scientific research trends that are in line with scientific development in the mechanism of writing solid scientific research.

B 3. Developing the skills of the student (future teacher) in using modern trends in scientific research in a manner that is consistent with scientific and civilizational development.

Teaching and Learning Methods:

- Lecture method
- Brainstorming method
- Problem-solving method
- Active learning strategies
- Cooperative learning strategies

C. The Assessment Methods:

- Written tests (essay and objective).
- Scientific reports.
- Alternative assessment.
- Performance tests.

D. The General And Transferable Skills (Other Skills Related To Employability and Personal Development):

- 1. Developing the skill of observation in teaching and following the steps of each strategy and applying them correctly.
- 2. Developing the skill of asking questions to support the quality of information and clarify issues and meanings. They should be phrased to generate new information.
- 3. Enhancing the skill of retrieving information and using it to store knowledge in long-term memory, retaining it, and recalling it when needed.

- 4. Developing the skill of comparison and the ability to analyze, interpret, connect, infer, and come up with generalizations that can be applied to other phenomena.
- 5. Developing the skill of classification and using it to sort and separate things based on their characteristics and properties, or according to their functions, or based on similarities and differences under a certain criterion.

10. Course Structure

The Weeks:	Hours	Required Learning Outcomes	The Unit Or Topic Names:	The Teaching Methods:	The Assessment Methods:
Week 1	2	Students gain knowledge of the fundamentals of scientific research	General Basics of Scientific Research	Lecture	Practical reports
Week 2	2	Familiarizing students with scientific research	Definition of Scientific Research	Discussion	Practical reports
Week 3	2	Students acquire information about the inputs of scientific research	Inputs of Scientific Research	Active learning	Achievement file
Week 4	2	Students develop skills to work with scientific research tools	Scientific Research Tools	Cooperative learning	Practical reports
Week 5	2	Students gain knowledge about the outcomes of	Scientific Research Results	Lecture	Practical reports

		scientific research			
Week 6	2	Providing students with the basics of scientific publishing and journals	Scientific Publishing and Journals: How to Choose a Scientific Journal	Lecture	Achievement file
Week 7	2	Gaining knowledge to avoid publishing in predatory journals	Avoid Publishing in Predatory Journals	Active learning	Written test
Week 8	2	Understanding the role of publishers and systems of scientific journals	Publishers and Scientific Journal Systems	Cooperative learning	Written test
Week 9	2	Acquiring the skill of writing scientific papers for publication in reputable journals	Writing scientific research for publication in reputable scientific journals	Discussant	Written test
Week 10	2	Gaining knowledge of documentation and publication in reputable journals	Documenting publication in reputable journals	Discussion	Achievement file
Week 11	2	Developing academic communication skills and academic	Academic communication and academic reputation	Brainstorming	Achievement file

		reputation			
Week 12	2	Students acquire the skill of responding to editors in scientific journals	Responding to editors in scientific journals	Discussion	Teaching tasks and activities
Week 13	2	Providing students with knowledge about scientific resources for researchers	Scientific websites for researchers	Active learning	Practical reports
Week 14	2	Educating students on the key ethics of publishing and scientific research	Ethics of publishing and scientific research	Cooperative learning	Tasks and duties
Week 15	2	Measuring the level of academic achievement in the course material	Test	Cooperative learning	Training activities

11. Infrastructure

1. Required Textbooks	Non
2. Main References (Sources)	- Rahim Younis Kro Al-Azzawi, Introduction to Scientific Research Methodology (2008). - - Muhammad Sarhan Ali Al-Mahmoudi, (2019), Scientific Research Methodologies
a. Recommended Books and References (Scientific Journals, Reports, etc.)	- All the international journals interested in solid international scientific research.
b. Electronic	- Research Gate

References, Websites, etc.	- APA - Google Scholar - Scopus
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12. Course Development Plan

- Continuous review of objectives.
- Measuring the extent of learning outcomes achieved.
- Developing course content.
- Employing interactive teaching strategies and modern technology in course instruction.
- Using appropriate assessment methods.
- Utilizing educational resources.
- Conducting ongoing evaluations.
- Ensuring the effectiveness of the course through success indicators.