

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 2025-2026

## **Introduction:**

The curriculum is a coordinated and organized package of courses that includes procedures and experiences organized into course modules, the primary purpose of which is to build and refine graduates' skills, making them qualified to meet the demands of the labor market. It is reviewed and evaluated annually through internal or external audit procedures and programs, such as the external examiner program.

The academic program description provides a brief summary of the main features of the program and its courses, indicating the skills that students are intended to acquire, based on the objectives of the academic program. The importance of this description lies in its role as the cornerstone for obtaining program accreditation, and it is jointly written by the teaching staff under the supervision of the scientific committees in the scientific departments.

This guide, in its first version, includes a description of the academic program after the approval of His Excellency the Minister to implement the program (Evaluation of Academic Programs according to the External Evaluator Methodology) in light of the developments and advancements in the educational system in Iraq, which included a description of the academic program according to the postgraduate studies system (semester-based), in addition to adopting the academic program description model circulated by the Ministry of Higher Education and Scientific Research/Department of Quality Assurance and Academic Accreditation/Accreditation Section letter number (JDA/1944 on 30/4/2024) regarding postgraduate programs as the basis for its work.

In this regard, we can only emphasize the importance of writing descriptions for academic programs and courses to ensure the smooth running of the educational process and to guarantee educational outcomes that are consistent with the vision, mission, and objectives of the scientific department.

## Concepts and Terminology:

- **Academic Program Description:** The academic program description provides a concise summary of its vision, mission, and objectives, including a precise description of the targeted learning outcomes based on specific learning strategies.
- **Course Description:** Provides a concise summary of the most important characteristics of the course and the expected learning outcomes for the student to achieve, demonstrating whether they have made the most of the available learning opportunities, and is derived from the program description.
- **Program Vision:** An ambitious image for the future of the academic program to be a developed, inspiring, motivating, and applicable program.
- **Program Mission:** Briefly clarifies the objectives and activities necessary to achieve them, and defines the program's development paths and directions.
- **Program Objectives:** These are statements that describe what the academic program intends to achieve within a specific timeframe and are measurable and observable.
- **Curriculum Structure:** All courses/study materials included in the academic program according to the adopted learning system (semester, annual, Bologna track), whether they are a requirement (ministry, university, college, scientific department) with the number of credit hours.
- **Learning Outcomes:** A consistent set of knowledge, skills, and values acquired by the student after successfully completing the academic program, and the learning outcomes for each course must be defined in a way that achieves the program's objectives.
- **Teaching and Learning Strategies:** These are the strategies used by the faculty member to develop student teaching and learning, and they are plans followed to achieve learning objectives, meaning they describe all in-class and out-of-class activities to achieve the program's learning outcomes.

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:** 1/9/2025



**Dean's Asst. For scientific affairs:** Prof. Ahmed  
Fleih Fayyad (PhD)

**Date:** 1/9/2025

**Signature:**

**Head of Dept.** Prof. Yasir Khalaf Rashid  
AL-Shujairi (PhD)

**Date:** 1/9/2025

**Signature:**

**Quality Assurance And University Performance Manager:** Taha Mukhlif Abdullah (PhD)

**Date :** 1/9/2025

**Signature**

Dean's Approval

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

**Date :** 1/9/2025

**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.

|                                                                 |                                                                                                  |
|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <b>1. Teaching Institution</b>                                  | University Of Anbar                                                                              |
| <b>2. University Department /Centre</b>                         | College of Education for Humanities /<br>Department of Educational and<br>Psychological Sciences |
| <b>3. Programme Title</b>                                       | Master's in Education / Educational and<br>Psychological Sciences                                |
| <b>4. Title of Final Award</b>                                  | Master's in Educational and Psychological<br>Sciences                                            |
| <b>5. Modes of Attendance offered</b>                           | semester                                                                                         |
| <b>6. Accreditation</b>                                         | There isn't any.                                                                                 |
| <b>7. Other external influences</b>                             | There isn't any.                                                                                 |
| <b>8. Date of production/revision of<br/>this specification</b> | <b>1/09/2025</b>                                                                                 |
| <b>9. Aims of the Programme:</b>                                |                                                                                                  |

**The program aims to:**

1. Scientifically, professionally, and culturally prepare students, enabling them to acquire deep knowledge of educational and psychological concepts and theories, and qualifying them to practice teaching, psychological and educational counseling, and scientific research in relevant institutions.
2. Develop critical and creative thinking skills in students through a stimulating academic environment that supports academic excellence and independence in learning.
3. Enable students to employ scientific methodologies and methods in analyzing educational and psychological problems, and making appropriate decisions according to precise scientific standards.
4. Enhance students' ability to pursue their postgraduate studies and assimilate scientific developments in the fields of educational and psychological sciences.
5. Contribute to strengthening scientific research by publishing studies in peer-reviewed scientific journals locally and internationally, and preparing qualified researchers capable of producing new knowledge that serves scientific development in the educational and psychological fields.
6. Support the investment of global scientific resources and enhance students' research, analysis, and evaluation skills, contributing to the quality and continuity of research output.
7. Achieve programmatic accreditation requirements in accordance with the national standards adopted for educational group college programs, reflecting excellence in academic and research performance.
8. Provide specialized educational, psychological, and counseling services to students and community members, including psychotherapy, educational counseling, and career guidance, thereby promoting mental and educational health.
9. Build effective community partnerships that contribute to supporting sustainable development plans and meeting the needs of the local community.
10. Supply the labor market with specialized competencies possessing the necessary educational and psychological skills to deal with community issues and problems in a scientific and professional manner.

## Program Goals Alignment Matrix with Department, College, and University Goals

| <b>Master's Program Objectives</b>                                 | <b>Department Goals</b> | <b>College Goals</b> | <b>University Goals</b> | <b>Consistency type</b> | <b>Brief description</b>                                                                                                                     |
|--------------------------------------------------------------------|-------------------------|----------------------|-------------------------|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Scientifically, professionally, and culturally preparing students. | 6,5                     | 3,1                  | 2,1                     | Live                    | The program shares with the department, college, and university the goal of preparing scientifically and professionally competent graduates. |
| Developing critical and creative thinking skills.                  | 7,4                     | 2                    | 2,1                     | Live                    | There is a shared focus on developing students' intellectual and creative abilities.                                                         |
| Enabling students to utilize scientific methodologies.             | 7,6                     | 3                    | 4,1                     | Live                    | Consistency is evident in the emphasis on using scientific methods to solve problems.                                                        |
| Enhancing students' ability to pursue postgraduate studies.        | 8                       | 3                    | 5,2                     | Live                    | There is agreement in supporting postgraduate studies and continuous scientific development.                                                 |
| Contributing to the advancement of scientific research.            | 3,1                     | 5,3                  | 5,1                     | Live                    | All levels support scientific research as a fundamental pillar.                                                                              |
| Supporting the investment in global scientific resources.          | 8,3                     | 3                    | 5,1                     | Implicit                | The program promotes the use of global resources and is consistent with the direction of research and academic excellence.                   |
| Providing educational, psychological, and counseling               | 9,1                     | 5                    | 6,3                     | Live                    | Consistency in providing community and guidance                                                                                              |

| Master's Program Objectives                               | Department Goals | College Goals | University Goals | Consistency type | Brief description                                                                         |
|-----------------------------------------------------------|------------------|---------------|------------------|------------------|-------------------------------------------------------------------------------------------|
| services.                                                 |                  |               |                  |                  | services.                                                                                 |
| Building effective community partnerships.                | 9,1              | 5             | 6,3              | Implicit         | Consistency is reflected in cooperation with the community to achieve development.        |
| Supplying the labor market with specialized competencies. | 6,5              | 4,1           | 3,2              | Live             | The common goal is to graduate qualified personnel to meet the needs of the labor market. |

## 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.

**C. Affective and Value-based Outcomes (Learning Outcomes):**

- C1 - Demonstrates responsible awareness of the impact of their behaviors within societal and legal frameworks.
- C2 - Embodies Islamic values and national identity in their academic and societal behaviors.
- C3 - Actively contributes to activities that enhance the development of the university and local community.
- C4 - Adheres to professional ethics through integrity, discipline, and appreciation of diversity.
- C5 - Applies educational principles that enhance their role in society according to the principle of coexistence and value pluralism.

**Teaching and Learning Methods:**

The teaching and learning methods adopted in implementing and achieving the program's outcomes (learning outcomes) are as follows:

| <b>Cognitive Outcomes (Learning Outcomes)</b>                                                                                         | <b>Appropriate Teaching and Learning Methods</b>                      |
|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| A1 - Analyzes educational and psychological concepts in depth in light of sustainable development requirements and digital evolution. | Exploratory learning, inductive learning, e-learning, self-learning   |
| A2 - Interprets educational and psychological concepts and theories and applies them in various research and field contexts.          | Active learning, blended learning, e-learning, collaborative learning |
| A3 - Utilizes acquired knowledge and skills to prioritize and achieve professional and research goals.                                | Self-learning, mastery learning, collaborative learning               |
| A4 - Critiques specialized concepts and theories and synthesizes them to produce new knowledge.                                       | Exploratory learning, active learning, self-learning                  |
| A5 - Plans for self-learning and continuous professional development using diverse knowledge sources.                                 | Self-learning, e-learning, blended learning                           |
| <b>Skill-based Outcomes (Learning Outcomes)</b>                                                                                       | <b>Appropriate Teaching and Learning Methods</b>                      |
| B1 - Demonstrates proficiency in communication, teamwork, and leading teams in educational and psychological contexts.                | Cooperative learning, active learning, blended learning               |
| B2 - Employs flexible thinking, initiative, and adaptability skills in solving professional problems.                                 | Discovery learning, active learning, mastery learning                 |
| B3 - Skillfully applies specialized and general knowledge in diverse professional situations.                                         | Blended learning, mastery learning, e-learning                        |
| B4 - Analyzes problems and selects the most appropriate solutions using                                                               | Inductive learning, discovery learning, cooperative learning          |

|                                                                                                                                       |                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| innovative scientific strategies.                                                                                                     |                                                                                          |
| B5 - Uses modern technologies safely and effectively to analyze data and meet professional requirements.                              | E-learning, mastery learning, self-learning                                              |
| <b>Affective and Values Outcomes (Learning Outcomes)</b>                                                                              | <b>Appropriate Teaching and Learning Methods</b>                                         |
| G1 - Demonstrates responsible awareness of the impact of their behaviors within societal and legal frameworks.                        | Self-learning, inductive learning, collaborative learning                                |
| G2 - Embodies Islamic values and national identity in their academic and societal behaviors.                                          | Self-learning, active learning, collaborative learning                                   |
| G3 - Actively contributes to activities that promote the development of the university and local community.                           | Active learning, collaborative learning, blended learning                                |
| G4 - Adheres to professional ethics through integrity, discipline, and appreciation of diversity.                                     | Self-learning, mastery learning, inductive learning                                      |
| G5 - Applies educational principles that enhance their role in society according to the principle of coexistence and value pluralism. | Inductive learning, self-learning, active learning                                       |
| <b>Assessment Methods:</b>                                                                                                            |                                                                                          |
| The evaluation methods are adopted throughout all stages of the program in general, as follows:                                       |                                                                                          |
| <b>Cognitive Outcomes (Learning Outcomes)</b>                                                                                         | <b>Appropriate Assessment Methods</b>                                                    |
| A1 - Analyzes educational and psychological concepts in depth in light of sustainable development requirements and digital evolution. | Achievement tests (essay and objective), research reports, oral presentation, interviews |
| A2 - Interprets and applies educational and psychological concepts and theories in various research and field contexts.               | Case studies, direct evaluation of research projects, supervisor reports, interviews     |
| A3 - Utilizes acquired knowledge and                                                                                                  | Performance reports, applied projects,                                                   |

|                                                                                                                        |                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| skills to prioritize and achieve professional and research goals.                                                      | alternative assessment, supervisor reports                                                         |
| A4 - Critiques specialized concepts and theories and synthesizes them to produce new knowledge.                        | Thesis assessment, dissertation evaluation, scientific presentation, arbitration committee reports |
| A5 - Plans for self-learning and continuous professional development using diverse knowledge sources.                  | Portfolio, self-assessment, supervisor reports, interviews                                         |
| <b>Skill-based Outcomes (Learning Outcomes)</b>                                                                        | <b>Appropriate Assessment Methods</b>                                                              |
| B1 - Demonstrates proficiency in communication, teamwork, and leading teams in educational and psychological contexts. | Classroom observation, supervisor reports, peer questionnaires, collaborative assessment           |
| B2 - Employs flexible thinking, initiative, and adaptability skills in solving professional problems.                  | Field projects, observation reports, interviews, alternative assessment                            |
| B3 - Skillfully applies specialized and general knowledge in diverse professional situations.                          | Practical tasks, field supervisor assessment, achievement tests                                    |
| B4 - Analyzes problems and selects the most appropriate solutions using innovative scientific strategies.              | Case study, research reports, analytical tests, interviews                                         |
| B5 - Uses modern technologies safely and effectively to analyze data and meet professional requirements.               | Practical applications, project reports, supervisor evaluations, direct performance assessment     |
| <b>Affective and Values Outcomes (Learning Outcomes)</b>                                                               | <b>Appropriate Evaluation Methods</b>                                                              |
| G1 - Demonstrates responsible awareness of the impact of their behaviors within societal and legal frameworks.         | Self-evaluation, supervisor reports, observation, beneficiary surveys                              |
| G2 - Embodies Islamic values and national identity in their academic and societal behaviors.                           | Behavioral evaluation, performance reports, student questionnaires, supervisor reports             |
| G3 - Actively contributes to activities                                                                                | Participation in events, mentor reports,                                                           |

|                                                                                                                                       |                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| that promote the development of the university and local community.                                                                   | beneficiary surveys                                                                      |
| G4 - Adheres to professional ethics through integrity, discipline, and appreciation of diversity.                                     | Performance reports, supervisor observations, behavioral interviews, indirect evaluation |
| G5 - Applies educational principles that enhance their role in society according to the principle of coexistence and value pluralism. | Alternative evaluation, community activities, field reports, interviews                  |

#### **D. General and Transferable Qualification Skills: (Other skills related to employability and personal development).**

- D1. Self-skills.
- D2. Qualification skills (psychological assessment, instructional design, training and development, leadership).
- D3. Employability skills (flexibility, innovation, effective communication, continuous development).
- D4. Personal development skills (self-awareness, self-motivation, organization, independence, optimism).
- D5. Teaching and scientific research skills.

### **11. Programme Structure**

The program includes (36) credit hours, with (24) credit hours in the preparatory phase, distributed between theoretical and practical hours over two academic semesters, and (12) research units lasting for one year, extendable, called the research phase, dedicated to writing the scientific thesis.

| Study Level        | Course Code | Course Name                            | Number of units | Credit Hours |           |           |
|--------------------|-------------|----------------------------------------|-----------------|--------------|-----------|-----------|
|                    |             |                                        |                 | Theoretical  | Practical | Research  |
| Master             | EPS611      | Theories of Personality                | 2               | 2            |           |           |
| Master             | EPS612      | Developmental Psychology               | 2               | 2            | 1         |           |
| Master             | EPS613      | Educational Psychology                 | 2               | 2            | 1         |           |
| Master             | EPS614      | Educational Statistics                 | 2               | 2            | 1         |           |
| Master             | EPS615      | Teaching Thinking                      | 2               | 2            | 1         |           |
| Master             | UOA610      | English Language                       | 2               | 2            |           |           |
| Master             | EPS622      | Learning Theories                      | 2               | 2            |           |           |
| Master             | EPS623      | School Psychology                      | 2               | 2            | 1         |           |
| Master             | EPS624      | Advanced Trends in Teaching Methods    | 2               | 2            | 1         |           |
| Master             | EPS625      | Cognitive Psychology                   | 2               | 2            |           |           |
| Master             | UOA620      | Scientific Research Methodology        | 2               | 2            | 1         |           |
| Master             | EPS626      | Educational Measurement and Evaluation | 2               | 2            | 1         |           |
| Master             | UOA621      | Seminar                                | 1               | 1            | 2         |           |
| Master             | EPS630      | Scientific Thesis                      | 12              |              |           | 35        |
| <b>Total hours</b> |             |                                        | <b>36</b>       | <b>24</b>    | <b>10</b> | <b>35</b> |

## 12. Personal Development Planning

The Master's program in Educational and Psychological Sciences places special emphasis on planning for the professional and research development of faculty members and students, striving to enhance academic and leadership competencies in accordance with modern higher education requirements. Personal development planning includes a set of activities and programs aimed at developing basic and advanced skills in various fields, most notably:

1. **Modern Teaching Methods:** Through workshops and training courses, focusing on the use of active learning strategies, cooperative learning, problem-based learning, and designing interactive classroom environments.
2. **Assessment Methods and Measurement Tool Construction:** Through specialized training in preparing diverse tests, developing performance assessment tools, and analyzing assessment results to ensure the effectiveness of teaching and learning.
3. **Utilizing Educational Technology:** By enabling students and faculty members to integrate digital learning tools, virtual reality, and artificial intelligence into learning environments, thereby contributing to improving the quality of academic outcomes.
4. **Developing Scientific Research and Publication Skills:** By organizing advanced workshops on research methodologies, scientific report writing, academic publication in peer-reviewed journals, while adhering to research ethics.
5. **Enhancing Critical and Creative Thinking Skills:** Through innovative educational activities aimed at developing analytical skills, logical thinking, and problem-solving in creative ways.
6. **Continuous Self-Learning:** By supporting a culture of lifelong personal development, through encouraging participation in online training programs and Massive Open Online Courses (MOOCs) to keep pace with modern developments in the field of specialization.

Personal development planning within the program is implemented through annual training plans, periodic assessment of training needs, monitoring the impact of development on academic performance, and providing opportunities for participation in scientific events locally and internationally, thereby contributing to achieving professional and personal excellence for both program graduates and faculty members.

### 13. Admission Criteria (setting regulations related to college or institute enrollment):

• **Admission criteria for Master's studies:** Adopting the central instructions issued by the Ministry of Higher Education and Scientific Research/Research and Development Department, circulated in their letter no. (B T 5/2888 on 3/4/2025) regarding the controls for application and admission to postgraduate studies within Iraq, announced on the official website of the Ministry of Higher Education and Scientific Research, the following link:

[https://mohe.sr.gov.iq/ar/assets/img/uploaded\\_files/04032025.pdf](https://mohe.sr.gov.iq/ar/assets/img/uploaded_files/04032025.pdf)

• **Academic Qualification:** The applicant must hold a Bachelor's degree in Educational and Psychological Sciences from a Faculty of Education or Psychology from a Faculty of Arts from a recognized university, with an average grade of not less than (65%). Applicants with a lower grade may be accepted under specific conditions according to admission regulations and at their own expense.

• **Success in the Competitive Exam:** The applicant must pass the competitive exam prepared by a committee of holders of academic titles (Professor, Assistant Professor) in the specialization of Educational and Psychological Sciences for postgraduate applicants.

• **Personal Interview:** Passing the personal interview which aims to assess the applicant's scientific competence, research readiness, and professional attitudes. A specialized committee from the department conducts the interview to confirm the applicant's intellectual, mental, and psychological well-being.

• **Proficiency in English, Arabic, and Computer Skills:** The applicant must pass the national tests for (English, Arabic, and Computer) within local specialized centers (internal) authorized by the Ministry of Higher Education and Scientific Research to conduct the aforementioned national tests.

### 14. the most important sources of information about the program

The most important sources of information related to the Master's program in Educational and Psychological Sciences, which you can refer to for accurate and updated details:

• **The official website of the College of Education for Humanities – University of Anbar**

The official website is the primary source of information about academic programs, including the Master's program in Educational and Psychological Sciences.

Through it, you can view:

- Admission requirements.
- The study plan.
- Department and college news.



[Official website link:

<https://humanitarianeducationcollege.uoanbar.edu.iq/index.php>

### • **The official website of the Department of Educational and Psychological Sciences**

**The department provides detailed information about: the Department of Educational and Psychological Sciences, including:**

- The scientific guide of the department.
- The vision, mission, goals, and outcomes of the department.
- CVs of faculty members.
- Courses and curricula of the department.
- Program description (for undergraduate and postgraduate studies).
- Course descriptions (for undergraduate and postgraduate studies).
- Scientific lectures.
- Scientific research, graduation projects, theses, and dissertations.
- Weekly class schedule.
- The electronic library of the Department of Educational and Psychological Sciences.



Link to the Department of Educational and Psychological Sciences

<https://humanitarianeducationcollege.uoanbar.edu.iq/CMS.php?ID=352>

### • **Postgraduate Studies Division at the College**

This division is concerned with admission and registration procedures for postgraduate programs, and provides information about:

- Admission and graduation conditions and requirements.
- Competitive exams.
- Required documents and forms for postgraduate studies.
- University theses and dissertations.
- My University system for study stages and postgraduate results.



Link to the Postgraduate Studies Division:

<https://humanitarianeducationcollege.uoanbar.edu.iq/CMS.php?ID=77>

<https://humanitarianeducationcollege.uoanbar.edu.iq/CMS.php?ID=124>

### • **College and Department page on Facebook:**

These pages are used to publish announcements and news related to the college, department, and program, such as:

- Application and admission dates for postgraduate studies.
- Everything related to scientific discussions of university theses and dissertations.
- Seminars, workshops, and training courses.
- Student activities.

 Link to the College's Facebook page:

[https://www.facebook.com/profile.php?id=100070951908278&locale=ar\\_AR](https://www.facebook.com/profile.php?id=100070951908278&locale=ar_AR)

 Link to the Department's Facebook page:

[https://www.facebook.com/profile.php?id=100064378650405&locale=ar\\_AR](https://www.facebook.com/profile.php?id=100064378650405&locale=ar_AR)

#### • **Direct contact with the Department**

For accurate inquiries or to arrange meetings, you can contact:

Head of Department: Prof. Dr. Yasser Khalaf Rashid Al-Shujairi  Phone number: 07809392927

 Email of the Head of Department:

[dr.yasir.alshojairi@uoanbar.edu.iq](mailto:dr.yasir.alshojairi@uoanbar.edu.iq)

Personal page of the Head of Department:

<https://www.uoanbar.edu.iq/staff-page.php?ID=227>

 Email of the Department of Educational and Psychological Sciences - College of Education for Humanities:

[psychology.eduhuman@uoanbar.edu.iq](mailto:psychology.eduhuman@uoanbar.edu.iq)

### 15. Program Skills Map (Program Learning Outcomes Matrix):

Please tick the boxes next to the individual program learning outcomes being assessed.

#### Program Learning Outcomes:

| Year / Level | Course Code | Course Name              | Requirement | Cognitive Objectives |     |     |     |     | Program-Specific Skill Objectives |     |     |     |     | Affective and Value-Based Objectives |     |     |     |     | Transferable General and Qualification Skills (Other skills related to employability and personal development) |     |     |     |     |
|--------------|-------------|--------------------------|-------------|----------------------|-----|-----|-----|-----|-----------------------------------|-----|-----|-----|-----|--------------------------------------|-----|-----|-----|-----|----------------------------------------------------------------------------------------------------------------|-----|-----|-----|-----|
|              |             |                          |             | A 1                  | A 2 | A 3 | A 4 | A 5 | B 1                               | B 2 | B 3 | B 4 | B 5 | G 1                                  | G 2 | G 3 | G 4 | G 5 | D 1                                                                                                            | D 2 | D 3 | D 4 | D 5 |
| Master       | EPS611      | Theories of Personality  | Basic       | ✓                    |     |     |     |     | ✓                                 |     |     |     |     | ✓                                    |     |     |     |     | ✓                                                                                                              |     |     |     |     |
| Master       | EPS612      | Developmental Psychology | Basic       |                      | ✓   |     |     |     |                                   | ✓   |     |     |     |                                      | ✓   |     |     |     |                                                                                                                | ✓   |     |     |     |
| Master       | EPS613      | Educational Psychology   | Basic       |                      |     | ✓   |     |     |                                   |     | ✓   |     |     |                                      |     | ✓   |     |     |                                                                                                                |     | ✓   |     |     |
| Master       | EPS614      | Educational Statistics   | Basic       |                      |     |     | ✓   |     |                                   |     |     | ✓   |     |                                      |     |     |     |     |                                                                                                                | ✓   |     |     |     |
| Master       | EPS615      | Teaching Thinking        | Basic       |                      |     |     |     | ✓   |                                   |     | ✓   |     |     |                                      |     |     | ✓   |     |                                                                                                                |     | ✓   |     |     |
| Master       | UOA610      | English Language         | Basic       |                      |     |     |     |     |                                   |     |     |     | ✓   |                                      |     |     | ✓   |     |                                                                                                                |     |     | ✓   |     |
| Master       | EPS622      | Theories of Learning     | Basic       | ✓                    |     |     |     |     |                                   | ✓   |     |     |     | ✓                                    |     |     |     |     |                                                                                                                | ✓   |     |     |     |

|        |        |                                        |       |  |   |   |   |   |   |   |  |   |   |  |   |   |   |   |   |   |   |  |   |
|--------|--------|----------------------------------------|-------|--|---|---|---|---|---|---|--|---|---|--|---|---|---|---|---|---|---|--|---|
| Master | EPS623 | School Psychology                      | Basic |  | ✓ |   |   |   |   |   |  | ✓ |   |  | ✓ |   |   |   |   |   | ✓ |  |   |
| Master | EPS624 | Advanced Trends in Teaching Methods    | Basic |  |   |   |   | ✓ |   |   |  |   | ✓ |  |   |   |   | ✓ |   |   |   |  | ✓ |
| Master | EPS625 | Cognitive Psychology                   | Basic |  |   | ✓ |   |   |   | ✓ |  |   |   |  |   | ✓ |   |   | ✓ |   |   |  |   |
| Master | UOA620 | Scientific Research Methodology        | Basic |  |   | ✓ |   |   |   |   |  |   | ✓ |  |   |   |   |   |   |   |   |  | ✓ |
| Master | EPS626 | Educational Measurement and Evaluation | Basic |  |   |   | ✓ |   | ✓ |   |  |   |   |  |   |   |   |   |   | ✓ |   |  |   |
| Master | UOA621 | Seminar                                | Basic |  |   |   | ✓ |   |   |   |  | ✓ |   |  |   |   | ✓ |   |   |   |   |  | ✓ |

**Modified Learning Outcomes Matrix by Level (Foundation, Practice, Empowerment) with Consideration for Sequence and Integration:**

| <b>Year / Level</b> | <b>Course Code</b> | <b>Course Name</b>                            | <b>Establishment</b> | <b>Practice</b> | <b>Empowerment</b> |
|---------------------|--------------------|-----------------------------------------------|----------------------|-----------------|--------------------|
| <b>Master</b>       | <b>EPS611</b>      | <b>Theories of Personality</b>                | ✓                    |                 |                    |
| <b>Master</b>       | <b>EPS612</b>      | <b>Developmental Psychology</b>               | ✓                    |                 |                    |
| <b>Master</b>       | <b>EPS613</b>      | <b>Educational Psychology</b>                 | ✓                    |                 |                    |
| <b>Master</b>       | <b>EPS614</b>      | <b>Educational Statistics</b>                 | ✓                    |                 |                    |
| <b>Master</b>       | <b>UOA610</b>      | <b>English Language</b>                       | ✓                    |                 |                    |
| <b>Master</b>       | <b>EPS615</b>      | <b>Teaching Thinking</b>                      |                      | ✓               |                    |
| <b>Master</b>       | <b>EPS622</b>      | <b>Theories of Learning</b>                   |                      | ✓               |                    |
| <b>Master</b>       | <b>EPS623</b>      | <b>School Psychology</b>                      |                      | ✓               |                    |
| <b>Master</b>       | <b>UOA620</b>      | <b>Scientific Research Methodology</b>        |                      | ✓               |                    |
| <b>Master</b>       | <b>EPS626</b>      | <b>Educational Measurement and Evaluation</b> |                      | ✓               |                    |
| <b>Master</b>       | <b>EPS624</b>      | <b>Advanced Trends in Teaching Methods</b>    |                      |                 | ✓                  |
| <b>Master</b>       | <b>EPS625</b>      | <b>Cognitive Psychology</b>                   |                      |                 | ✓                  |
| <b>Master</b>       | <b>UOA621</b>      | <b>Seminar</b>                                |                      |                 | ✓                  |



## 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 2025/2026                  |
| 6. Total Credit Hours                      | Total Credit Hours: 30 theoretical hours                  |
| 7. Date of Preparation of this Description | 1/9/2025                                                  |

### 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, Teaching and Learning Methods, and Assessment

#### A. Cognitive Objectives (Enable the student to)

- A 1. Explain basic concepts and classical and contemporary theories in

personality psychology.

- A 2. Compare different models and theories for understanding personality structure and dynamics.
- A 3. Analyze the relationship between biological and environmental factors in personality formation.

### **B. Specific Skill Objectives for the Course**

- B1. Apply psychological tools and measures to assess personality traits and types.
- B2. Utilize the results of personality tool application in light of psychological theories.
- B3. Design research proposals that address personality-related issues in educational counseling contexts.

### **. Teaching and Learning Methods**

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

### **C. 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. Ability to analyze personality theories and evaluate their validity in explaining human behavior in real-life situations.
- D2. Express complex psychological concepts clearly, both orally and in writing, during academic presentations or counseling work.
- D3. Employ knowledge of personality types to understand individual behavior and assist in finding solutions to their educational or social problems.

## **9. Course Structure**

| The | Hours | Required | The Unit | The | The |
|-----|-------|----------|----------|-----|-----|
|-----|-------|----------|----------|-----|-----|

| <b>Weeks:</b> |   | <b>Learning Outcomes</b>               | <b>Or Topic Names:</b>   | <b>Teaching Methods:</b> | <b>Assessment Methods:</b> |
|---------------|---|----------------------------------------|--------------------------|--------------------------|----------------------------|
| Week 1        | 2 | Explains Sigmund Freud's theory        | Sigmund Freud's Theory   | Problem Solving          | problem Solving            |
| Week 2        | 2 | Illustrates Carl Jung's theory         | Carl Jung's Theory       | Brainstorming            | Brainstorming              |
| Week 3        | 2 | Analyzes Alfred Adler's theory         | Alfred Adler's Theory    | Active Learning          | Active Learning            |
| Week 4        | 2 | Shows Karen Horney's theory            | Karen Horney's Theory    | Cooperative Learning     | Cooperative Learning       |
| Week 5        | 2 | Knowledge of Gordon Allport's theory   | Gordon Allport's Theory  | Problem Solving          | Discussion Method          |
| Week 6        | 2 | Understanding Raymond Cattell's theory | Raymond Cattell's Theory | Discussion Method        | Brainstorming              |
| Week 7        | 2 | Knowledge of Hans Eysenck's theory     | Hans Eysenck's Theory    | Brainstorming            | Cooperative Learning       |
| Week 8        | 2 | Understanding Albert Bandura's theory  | Albert Bandura's Theory  | Cooperative Learning     | Discussion Method          |
| Week 9        | 2 | Knowledge of Carl Rogers's theory      | Carl Rogers's Theory     | Discussion Method        | Active Learning            |
| Week 10       | 2 | Understanding Abraham Maslow's theory  | Abraham Maslow's Theory  | Brainstorming            | Cooperative Learning       |
| Week 11       | 2 | Knowledge of George Kelly's theory     | George Kelly's Theory    | Active Learning          | Written Exam               |
| Week 12       | 2 | Understanding Kurt Lewin's theory      | Kurt Lewin's Theory      | Cooperative Learning     | Written Exam               |
| Week 13       | 2 | Knowledge of                           | Henry                    | Active                   | Portfolio                  |

|         |   |                                     |                       |                      |                   |
|---------|---|-------------------------------------|-----------------------|----------------------|-------------------|
|         |   | Henry Murray's theory               | Murray's Theory       | Learning             |                   |
| Week 14 | 2 | Understanding Erik Erikson's theory | Erik Erikson's Theory | Discussion Method    | Practical Reports |
| Week 15 | 2 | Knowledge of the Five Factor theory | The Big Five Theory   | Cooperative Learning | Practical Reports |

## 10. Infrastructure

|                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1- Required textbooks                                                    | - Haridy, Adel Mohamed (2011), Theories of Personality, 2nd ed., Cairo, Itrak for Printing, Publishing and Distribution.<br><a href="https://www.mabahij.net/2020/12/pdf_89.html">https://www.mabahij.net/2020/12/pdf_89.html</a>                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 2. Main References (Sources)                                             | - Engler, Barbara (1991), Introduction to Theories of Personality: Translated by Fahd bin Abdullah, Dar Al-Harith for Printing and Publishing, Taif.<br>- Radhia, Tashma (2022), Theories of Personality, University of Human and Social Sciences, Abu Bakr Belkaid University, Tlemcen.<br>- Jaber, Abdel Hamid Jaber, (1986), Theories of Personality, Dar Al-Nahda Al-Arabiya, Cairo.<br>- Lazarus, Richard, S., (1986), Personality: Translated by Sayed Mohamed Ghoneim, Dar Al-Shorouk.<br>- Lindzey, C. Hall, J. (1971), Theories of Personality: Translated by Farag Ahmed Farag, Qadri Mahmoud Hefny, Lotfy Mohamed Fatim; The Egyptian General Book Organization. |
| a. Recommended books and references (scientific journals, reports, etc.) | 1. American Psychological Association. (n.d.). Journal of Personality and Social Psychology.<br><a href="https://www.apa.org/pubs/journals/psp">https://www.apa.org/pubs/journals/psp</a><br>2. Elsevier. (n.d.). Journal of Research in Personality.<br><a href="https://www.sciencedirect.com/journal/journal-of-research-in-personality">https://www.sciencedirect.com/journal/journal-of-research-in-personality</a>                                                                                                                                                                                                                                                    |
| b. Electronic references, internet                                       | -APA – Division 8: Society for Personality and Social Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| sites.... | <a href="https://spsp.org">https://spsp.org</a><br>-Verywell Mind – Personality Psychology<br><a href="https://www.verywellmind.com/personality-4157185">https://www.verywellmind.com/personality-4157185</a><br>-Personality Project – Northwestern University<br><a href="https://personality-project.org">https://personality-project.org</a><br>Simply Psychology – Theories of Personality<br><a href="https://www.simplypsychology.org/personality-theories.html">https://www.simplypsychology.org/personality-theories.html</a> |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### **11. Course Development Plan**

1. Update Description and Content: Review the description to include contemporary theories and modern professional applications, and define clear learning outcomes linked to the National Qualifications Framework.
2. Adjust Credit Hours and Assessment: Maintain (2 credit hours) while diversifying assessment tools to include formative assessment (activities, case studies, presentations) and summative assessment, with a balanced ratio.
3. Utilize Modern Teaching Strategies: Integrate active learning, Flipped Learning, project-based learning, and case-based learning, alongside interactive lectures.
4. Improve Infrastructure and Technical Support: Provide smart classrooms equipped with interactive screens, strong internet connection, access to scientific databases, and digital personality analysis software (e.g., MMPI, NEO-PI-R).
5. Ensure Adherence to Description: Prepare guiding manuals for faculty members, and hold regular internal workshops to ensure adherence to teaching and assessment strategies, and link the description to the academic quality system (e.g., course reports and recommendations from scientific committees).

## 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            | Educational and psychological sciences                    |
| 3. Course Name / Code                      | Developmental Psychology / EPS612                         |
| 4. Available Attendance Modes              | In-person / Daily attendance                              |
| 5. Semester / Year                         | first semester / Academic year 2025/2026                  |
| 6. Total Credit Hours                      | 30 theoretical hours + 15 practical hours                 |
| 7. Date of Preparation of this Description | 1/9/2025                                                  |

### 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's 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**

| <b>The Weeks:</b> | <b>Hours</b>                       | <b>Required Learning Outcomes</b>   | <b>The Unit Or Topic Names:</b>                                                                                | <b>The Teaching Methods:</b> | <b>The Assessment Methods:</b> |
|-------------------|------------------------------------|-------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------|--------------------------------|
| Week 1            | 2<br>theoretical<br>1<br>practical | Receptivity<br>and<br>understanding | Concept of developmental psychology<br>The meaning of growth and development and the relationship between them | Oral and written tests       | The lecture                    |
| Week 2            | 2<br>theoretical<br>1<br>practical | Receive<br>and discuss              | Principles of growth                                                                                           | Oral and written tests       | The lecture                    |
| Week 3            | 2                                  | Receive                             | Growth before                                                                                                  | Exams                        | The lecture                    |

|        |                                         |                        |                                                                                                   |                              |             |
|--------|-----------------------------------------|------------------------|---------------------------------------------------------------------------------------------------|------------------------------|-------------|
|        | theoretical<br>1<br>practical<br>1      | and discuss            | birthday<br>Baby brain<br>development                                                             |                              |             |
| Week 4 | 2<br>theoretical<br>1<br>practical<br>1 | Receive<br>and discuss | The mental and<br>cognitive<br>development of<br>the child                                        | Real-time<br>tests           | The lecture |
| Week 5 | 2<br>theoretical<br>1<br>practical<br>1 | Receive<br>and discuss | The child's<br>linguistic<br>development<br>The child's<br>emotional and<br>social<br>development | the exams                    | The lecture |
| Week 6 | 2<br>theoretical<br>1<br>practical<br>1 | Receive<br>and discuss | Physical growth<br>and skills<br>acquisition                                                      | daily exams                  | The lecture |
| Week 7 | 2<br>theoretical<br>1<br>practical<br>1 | Receive<br>and discuss | Some early<br>childhood<br>disorders                                                              | Oral and<br>written tests    | The lecture |
| Week 8 | 2<br>theoretical<br>1                   | Receive<br>and discuss | Factors affecting<br>growth (genetics<br>and environment)                                         | Oral and<br>written<br>exams | The lecture |

|         |                                            |                        |                                                                                            |                           |             |
|---------|--------------------------------------------|------------------------|--------------------------------------------------------------------------------------------|---------------------------|-------------|
|         | practica<br>1                              |                        |                                                                                            |                           |             |
| Week 9  | 2<br>theoreti<br>cal<br>1<br>practica<br>1 | Receive<br>and discuss | Research methods<br>in developmental<br>psychology                                         | Exams                     | The lecture |
| Week 10 | 2<br>theoreti<br>cal<br>1<br>practica<br>1 | Receive<br>and discuss | Theories of human<br>development<br>Freud's theory<br>Erik Erikson's<br>theory             | the exams                 | The lecture |
| Week 11 | 2<br>theoreti<br>cal<br>1<br>practica<br>1 | Receive<br>and discuss | Piaget's theory                                                                            | the exams                 | The lecture |
| Week 12 | 2<br>theoreti<br>cal<br>1<br>practica<br>1 | Receive<br>and discuss | Kohlberg's theory<br>of moral<br>development<br>Buhler's theory of<br>human<br>development | Exams                     | The lecture |
| Week 13 | 2<br>theoreti<br>cal<br>1<br>practica<br>1 | Receive<br>and discuss | Attachment theory<br>Bandura's social<br>learning theory                                   | Oral and<br>written tests | The lecture |

|         |                                    |                        |                                                                                                   |                           |             |
|---------|------------------------------------|------------------------|---------------------------------------------------------------------------------------------------|---------------------------|-------------|
| Week 14 | 2<br>theoretical<br>1<br>practical | Receive<br>and discuss | Maslow's theory<br>Jung's theory of<br>the stages of life                                         | Oral and<br>written tests | The lecture |
| Week 15 | 2<br>theoretical<br>1<br>practical | Receive<br>and discuss | Definition of<br>adolescence<br>Growth<br>manifestations and<br>characteristics in<br>adolescence | Exams                     | The lecture |

| <b>10. Infrastructure</b>                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Required Textbooks                                                    | Non                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 2. Main References<br>(Sources)                                          | <ul style="list-style-type: none"> <li>- El-Ashwal, Adel. Ezz El-Din. (2008). Developmental Psychology: From Fetus to Old Age. Cairo: Anglo-Egyptian Library.</li> <li>- Rateb, Osama Kamel. (1990). Motor Development Childhood-Adolescence. Egypt: Dar Al-Fikr Al-Arabi.</li> <li>- Zahran, Hamed Abdel Salam. (2005). Developmental Psychology from Childhood to Adolescence: Egypt, Alam Al-Kutub.</li> </ul>                                                                 |
| a. Recommended books and references (scientific journals, reports, etc.) | <ul style="list-style-type: none"> <li>- Journal of Educational and Psychological Research/ University of Baghdad.<br/><a href="https://iasj.rdd.edu.iq/journals/journal/view/53">https://iasj.rdd.edu.iq/journals/journal/view/53</a></li> <li>- Journal of Psychological Sciences/ Iraqi Ministry of Higher Education and Scientific Research.<br/><a href="https://iasj.rdd.edu.iq/journals/journal/view/288">https://iasj.rdd.edu.iq/journals/journal/view/288</a></li> </ul> |
| b. Electronic references, internet sites....                             | <ul style="list-style-type: none"> <li>- Dar Al Mandumah website:<br/><a href="https://www.daralmandumah.com">https://www.daralmandumah.com</a></li> <li>- Shamaa for Educational Research and Studies website.<br/><a href="https://search.shamaa.org/">https://search.shamaa.org/</a></li> </ul>                                                                                                                                                                                |

### **11. Course Development Plan**

1. Update description and scientific content: Reformulate the course description to include the latest contemporary developmental theories and models, focusing on the interplay between cognitive, emotional, and social development, while incorporating measurable learning outcomes that align with the National Qualifications Framework.
2. Diversify teaching and assessment methods: Adopt active learning (e.g., brainstorming, group discussion, case study analysis), while diversifying assessment methods (applied research, oral presentations, self and formative assessment, and analytical final exam).
3. Update references and provide supporting infrastructure: Adopt recent books and articles from peer-reviewed databases (e.g., APA, ERIC), and provide a learning environment equipped with digital display tools, simulation software for developmental stages, and psychological development measurement tools.
4. Ensure faculty adherence to the description: Prepare a teaching and assessment guide specific to the course, activate internal content review committees, along with regular training workshops to ensure the use of prescribed teaching, learning, and assessment strategies.

## 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                 | 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 / Academic year 2025/2026               |
| 6. Total Credit Hours                      | 30 theoretical hours + 15 practical hours              |
| 7. Date of Preparation of this Description | 1/9/2025                                               |

#### 8. Course Objectives

- Enable the student to analyze basic and contemporary theories in educational psychology, such as: Piaget's theory, Vygotsky's theory, and behavioral, constructivist, and cognitive learning theories.
- The student explains the relationship between cognitive processes (such as memory, attention, and motivation) and learning behaviors in the classroom.
- The student evaluates the suitability of educational curricula for the psychological and educational needs of learners.
- The student distinguishes between different learning styles and individual differences and their impact on educational planning and assessment.
- The student designs a learning environment that considers motivation and the psychological and cognitive needs of learners.
- The student applies tools to measure achievement, motivation, and attitudes using educational psychology standards.
- The student analyzes case studies of learning behaviors from an educational psychology perspective and provides appropriate intervention proposals.

#### 9 .Course outcomes and teaching, learning and evaluation methods

**A. Cognitive Objectives (Enable the student to)**

A 1. Explain basic psychological concepts and theories related to learning and education.

A 2. Analyze the relationship between psychological factors and academic achievement.

A 3. Evaluate educational theories in light of research evidence

A 4. Compare scientific views on a topic in 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**

- Brainstorming method.
- Problem-solving method.
- Active learning techniques.
- Cooperative learning and discussion technique

**Assessment Methods**

- Written tests (essay and objective).
- Scientific reports and oral examinations.

**D. General and Transferable Skills (Other skills related to employability and personal development).**

D 1. Develops critical and analytical thinking skills in the educational field.

D 2. Enhances their ability to communicate and work in teams in academic environments.

D 3. Plans for the

**10. Course Structure**

| The | Hours | Required | The Unit Or | The | The |
|-----|-------|----------|-------------|-----|-----|
|-----|-------|----------|-------------|-----|-----|

| <b>Weeks:</b> |                              | <b>Learning Outcomes</b>                     | <b>Topic Names:</b>                                                                                                                          | <b>Teaching Methods:</b> | <b>Assessment Methods:</b> |
|---------------|------------------------------|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------|
| Week 1        | 2 theoretical<br>1 practical | 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 theoretical<br>1 practical | 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 theoretical<br>1 practical | Understanding behavioral objectives          | Learning and its conditions, types of learning, behavior and factors influencing it                                                          | Active Learning          | Portfolio                  |
| Week 4        | 2 theoretical<br>1 practical | Knowing the importance of research methods   | Factors affecting the effectiveness of the educational process, research methods in educational psychology, tools for collecting information | Cooperative Learning     | Practical Reports          |
| Week 5        | 2 theoretical                | Acquiring skills in                          | Attention and sensory                                                                                                                        | Problem-solving          | Practical Reports          |

|        |                                            |                                                                                                      |                                                                                                                                                                                                                           |                         |              |
|--------|--------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--------------|
|        | cal<br>1<br>practica<br>1                  | educational<br>psychology                                                                            | perception, types<br>of stimuli in<br>attracting<br>attention, and<br>subjective factors<br>in attracting<br>attention                                                                                                    |                         |              |
| Week 6 | 2<br>theoreti<br>cal<br>1<br>practica<br>1 | Applying<br>concepts of<br>psychology<br>in teaching                                                 | Characteristics of<br>attention, types of<br>attention, sensory<br>perception, its<br>nature,                                                                                                                             | Discussion              | Portfolio    |
| Week 7 | 2<br>theoreti<br>cal<br>1<br>practica<br>1 | Understand<br>ing<br>learning<br>methods<br>derived<br>from<br>educational<br>psychology<br>concepts | Motivation in<br>learning, its<br>importance,<br>nature,<br>classification of<br>motivation,<br>educational<br>functions of<br>motivation,<br>strategy for<br>stimulating<br>students'<br>motivation<br>towards learning. | Brainstormin<br>g       | Written Test |
| Week 8 | 2<br>theoreti<br>cal<br>1<br>practica<br>1 | Gaining<br>up-to-date<br>knowledge<br>in teaching<br>educational<br>psychology                       | The concept of<br>remembering and<br>forgetting, the<br>subjective and<br>objective factors<br>that help in<br>remembering,<br>factors specific to<br>the learner and the<br>information to be                            | Cooperative<br>Learning | Written Test |

|         |                              |                                                               |                                                                                                                                                                                    |                      |              |
|---------|------------------------------|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--------------|
|         |                              |                                                               | learned, and factors specific to teaching methods that help in remembering.                                                                                                        |                      |              |
| Week 9  | 2 theoretical<br>1 practical | Gaining modern knowledge in improving the learning process    | Theories of memory interpretation                                                                                                                                                  | Discussion           | Written Test |
| Week 10 | 2 theoretical<br>1 practical | Gaining modern knowledge in enhancing learning                | The concept of forgetting, theories explaining forgetting                                                                                                                          | Brainstorming        | Portfolio    |
| Week 11 | 2 theoretical<br>1 practical | 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 theoretical<br>1 practical | Gaining modern knowledge in enhancing learning                | Feedback, its concept, importance, types of feedback, feedback and programmed instruction                                                                                          | Cooperative Learning | Portfolio    |
| Week 13 | 2                            | Exam                                                          | Exam                                                                                                                                                                               | Active               | Practical    |

|         |                                    |                                                                               |                                                                                                                              |                      |              |
|---------|------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------|--------------|
|         | theoretical<br>1<br>practical      |                                                                               |                                                                                                                              | Learning             | Reports      |
| Week 14 | 2<br>theoretical<br>1<br>practical | 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<br>theoretical<br>1<br>practical | Knowing theories of educational psychology and their educational applications | Learning theories and their educational applications                                                                         | Cooperative Learning | Written Test |

## 10. Infrastructure

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1- Required textbooks</b>        | - Abu Hawij, Dr. Marwan; and Dr. Samir Abu Mughli (2012), Introduction to Educational Psychology, Amman: Al-Yazouri House for Publishing and Distribution.                                                                                                                                                                                                                                                                                                           |
| <b>2. Main References (Sources)</b> | <ul style="list-style-type: none"> <li>- Abu Jado, Subhi Hamad. (2021), Educational Psychology. Amman: Dar Al Masirah for Publishing and Distribution.</li> <li>- Al-Azirjawi, Fadel Mohsen (1991), Foundations of Educational Psychology, Mosul: Dar Al Kutub for Printing and Publishing.</li> <li>- Al-Qudah, Afaf Ahmad. (2020). Learning and Teaching: An Educational Psychology Perspective. Amman: Dar Al Shorouk for Publishing and Distribution.</li> </ul> |

|                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                 | <p>- Qatami, Yousef Abdullah. (2022). Introduction to Educational Psychology: Theory and Application. Amman: Dar Al Fikr.</p> <p>- Al-Qaisi, Raouf Mahmoud (2008), Educational Psychology, 1st ed., 2008, Tikrit University, Iraq</p>                                                                                                                                                                    |
| <b>a. Recommended Books and References (Scientific Journals, Reports, etc.)</b> | <p>- Educational Psychologist – Taylor &amp; Francis<br/> <a href="https://www.tandfonline.com/toc/vedp20/current">https://www.tandfonline.com/toc/vedp20/current</a></p> <p>- Contemporary Educational Psychology – Elsevier<br/> <a href="https://www.sciencedirect.com/journal/contemporary-educational-psychology">https://www.sciencedirect.com/journal/contemporary-educational-psychology</a></p> |
| <b>b. Electronic References, Websites, etc.</b>                                 | <p>American Psychological Association – (APA) – Educational Psychology<br/> <a href="https://www.apa.org/ed/schools/cpse">/https://www.apa.org/ed/schools/cpse</a></p> <p>National Association of School Psychologists (NASP)<br/> <a href="https://www.nasponline.org">https://www.nasponline.org</a></p>                                                                                               |

## 11. Course Development Plan

1. Update Description and Scientific Content: Develop the course description to include contemporary trends in learning and motivation, self-learning, multiple intelligence theories, and active learning, linking the content to real-world educational applications.
2. Diversify Teaching Methods: Adopt modern teaching strategies such as Problem-Based Learning (PBL), collaborative learning, flipped classroom, and interactive digital presentations to enhance critical thinking and analysis.
3. Improve Assessment System: Design diverse assessment tools including applied research, case reports, practical performance evaluation, and classroom discussions, in addition to an analytical final exam, with a balanced distribution of grades reflecting the diversity of learning outcomes.
4. Update References and Infrastructure: Adopt the latest global references from academic databases, and provide a supportive digital learning environment including learning management systems (such as Moodle), interactive screens, and educational data analysis software.
5. Ensure Adherence to Description: Create a procedural guide for the course outlining the required teaching and assessment strategies, hold meetings and training workshops for faculty members, with regular monitoring of teaching performance through academic quality reports.

## Course Description Template

### Course Description

The Educational Statistics course is one of the fundamental courses in educational and psychological studies programs, focusing on how to use statistical methods in scientific research and the analysis of educational data. The course aims to develop students' skills in collecting and analyzing data and drawing conclusions that contribute to improving educational decisions.

|                                            |                                                           |
|--------------------------------------------|-----------------------------------------------------------|
| 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                         | first semester / Academic year 2025/2026                  |
| 6. Total Credit Hours                      | 30 theoretical hours + 15 practical hours                 |
| 7. Date of Preparation of this Description | 1/9/2025                                                  |

### 8. Course Objectives

- The student analyzes concepts such as mean, standard deviation, correlation, regression, and analysis of variance as they serve educational research.
- The student distinguishes between types of variables (nominal, ordinal, interval, ratio) and selects the appropriate statistic for each type.
- The student interprets the outputs of statistical software (such as SPSS or JASP) and links them to real-world problems in educational psychology.
- The student applies appropriate statistical analyses using computer programs to actual educational and psychological data.
- The student evaluates the use of statistical methods in published research and determines their accuracy and suitability.
- The student designs questionnaires or psychological tests using principles of validity, reliability, and appropriate statistical analysis.
- The student prepares research reports that present data in an organized manner and interpret results in precise scientific language.

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

### **A. Cognitive Objectives (Enabling the student to)**

- A 1. Explain statistical concepts and procedures used in educational research.
- A 2. Apply appropriate statistical methods to analyze educational data.
- A 3. Evaluate the results of statistical analysis in light of their educational significance.
- A 4. Classify appropriate statistical methods for use based on variables, measures, and cases.

### **B. Course-Specific Skills Objectives**

- B 1. Conduct statistical analysis using specialized computer programs.
- B 2. Practice analyzing and presenting statistical results professionally.
- B 3. Develop student skills in using computerized statistical programs such SPSS, AMOS, and MATLAB.

### **Teaching and Learning Methods**

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

### **Assessment Methods**

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

### **D. General and Transferable Skills (Other skills related to employability and personal development).**

- D 1. Critical thinking and problem-solving skills: Represented by analyzing advanced statistical results and inferring their significance, critiquing and correcting common errors in data analysis, linking results to educational reality, and formulating scientific solutions.
- D 2. Academic communication and presentation skills: By presenting statistical analysis results orally or in writing, simplifying complex data for non-specialized audiences, and interacting in scientific discussions supported by numbers.
- D 3. Technology and digital tool usage skills: Through mastering

statistical analysis software, employing analysis tools in designing applied research, and utilizing electronic educational databases.

#### 9. Course Structure

| <b>The Weeks:</b> | <b>Hours</b>                       | <b>Required Learning Outcomes</b>                                  | <b>The Unit Or Topic Names:</b>                                                                                                                                             | <b>The Teaching Methods:</b> | <b>The Assessment Methods:</b> |
|-------------------|------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------------------|
| Week 1            | 2<br>theoretical<br>1<br>practical | 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<br>theoretical<br>1<br>practical | Recognizing measures of central tendency                           | Measures of tendency: arithmetic mean, median, mode, weighted mean, harmonic mean                                                                                           | Investigation and Research   | Scientific Reports             |
| Week 3            | 2<br>theoretical<br>1<br>practical | 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<br>theoretical<br>1              | Acquiring skills to extract simple                                 | Relationship measures: Pearson correlation coefficient,                                                                                                                     | Discussion                   | Achievement File               |

|        |                                         |                                                                                         |                                                                                                                                                                                                                                                                        |                                  |                       |
|--------|-----------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------|
|        | practical<br>1                          | correlation<br>coefficients                                                             | Spearman, Phi,<br>Point-Based<br>Correlation and its<br>types, Ken                                                                                                                                                                                                     |                                  |                       |
| Week 5 | 2<br>theoretical<br>1<br>practical<br>1 | Recognizing<br>correlation<br>coefficients<br>(partial -<br>multiple)                   | Partial correlation<br>coefficient (its<br>uses and<br>extraction steps),<br>multiple<br>correlation<br>coefficient (its<br>uses and<br>extraction steps)                                                                                                              | Investigation<br>and<br>Research | Practical<br>Reports  |
| Week 6 | 2<br>theoretical<br>1<br>practical<br>1 | Knowledge<br>of<br>inferential<br>statistics<br>and types<br>of<br>statistical<br>tests | Inferential<br>statistics: the<br>concept of<br>inferential<br>statistics and its<br>importance,<br>statistical<br>hypotheses, types<br>of statistical tests,<br>conditions for<br>using statistical<br>tests, degrees of<br>freedom and<br>levels of<br>significance. | Discussion<br>Method             | Scientific<br>Reports |
| Week 7 | 2<br>theoretical<br>1<br>practical<br>1 | Knowledge<br>of methods<br>of testing<br>correlation<br>coefficients                    | T-test for<br>significance of<br>correlation<br>coefficients, Z-test<br>for significance of<br>correlation<br>coefficients, Z-test<br>for significance of<br>difference<br>between                                                                                     | Investigation<br>and<br>Research | Scientific<br>Reports |

|         |                              |                                                                                              |                                                                                                                      |                      |                    |
|---------|------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------|--------------------|
|         |                              |                                                                                              | correlation coefficients                                                                                             |                      |                    |
| Week 8  | 2 theoretical<br>1 practical | 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 theoretical<br>1 practical | 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 theoretical<br>1 practical | Recognizing post-tests and their types                                                       | Post-tests: Scheffe test, Tukey test                                                                                 | Discussion Method    | Scientific Reports |
| Week 11 | 2 theoretical<br>1 practical | Recognizing non-parametric tests, their types and conditions for their use                   | Nonparametric tests: their concept, conditions of use, chi-square test and its types (goodness of fit, independence) | Active Learning      | Achievement File   |
| Week 12 | 2 theoretical<br>1 practical | Recognizing the Mann-Whitney                                                                 | Mann-Whitney test: for small, medium, and large samples                                                              | Cooperative Learning | Achievement File   |

|         |                                         |                                                                                 |                                                                              |                                  |                       |
|---------|-----------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------------------------|----------------------------------|-----------------------|
|         | practical<br>1                          | test, how to<br>extract it<br>and<br>conditions<br>for its use                  |                                                                              |                                  |                       |
| Week 13 | 2<br>theoretical<br>1<br>practical<br>1 | Recognizing the<br>Wilcoxon<br>test,<br>conditions<br>for its use<br>and types  | Wilcoxon test: for<br>small and large<br>samples                             | Active<br>Learning               | Practical<br>Reports  |
| Week 14 | 2<br>theoretical<br>1<br>practical<br>1 | Knowing<br>the Kruskal<br>test, its<br>conditions<br>and<br>extraction<br>steps | Kruskal Test:<br>Conditions of Use,<br>Cases, and Steps<br>for Extracting It | Discussion<br>Method             | Scientific<br>Reports |
| Week 15 | 2<br>theoretical<br>1<br>practical<br>1 | Post-test                                                                       | Written test of the<br>subject                                               | Paper, Pen,<br>and<br>Calculator | Written Test          |

### 10. Infrastructure

|                              |                                                                                                                                                                                                                                                                     |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Required Textbooks        | - Al-Bayati, Abdul Jabbar Tawfiq; Zakaria Zaki Athanasius (1977), Descriptive and Inferential Statistics in Education and Psychology, Iraq, Al-Mustansiriya University.                                                                                             |
| 2. Main References (Sources) | - Al-Dulaimi, Jabbar Abdullah, and Al-Saadi, Mahmoud Kadhim. (2022). Statistical Analysis in Educational and Psychological Research. Baghdad: Wael Publishing House.<br>- Al-Zubaidi, Abdullatif Hussein. (2020). Educational Statistics and its Applications Using |

|                                                                          |                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                          | Computers. Amman: Dar Al-Shorouk.<br>- Al-Kurdi, Mahmoud Abdul Hamid. (2021). Educational Statistics: Its Foundations and Applications Using SPSS. Amman: Dar Al-Masirah.                                                                                                                                              |
| a. Recommended Books and References (Scientific Journals, Reports, etc.) | -Journal of Educational and Behavioral Statistics – SAGE<br><a href="https://journals.sagepub.com/home/ebs">https://journals.sagepub.com/home/ebs</a><br>-Applied Measurement in Education – Taylor & Francis<br><a href="https://www.tandfonline.com/journals/hame20">https://www.tandfonline.com/journals/hame20</a> |
| b. Electronic References, Websites, etc.                                 | -National Center for Education Statistics (NCES)<br>– U.S. Department of Education<br><a href="https://nces.ed.gov">https://nces.ed.gov</a><br>-ERIC (Education Resources Information Center)<br>– قسم الإحصاء التربوي<br><a href="https://eric.ed.gov">https://eric.ed.gov</a>                                        |

## 11. Course Development Plan

1. Update Description and Scientific Content: Reformulate the course description to focus on applied educational statistics, including modern topics such as multivariate analysis, advanced inferential statistics, and the use of statistical software (e.g., SPSS, AMOS, and R).
2. Develop Teaching and Assessment Methods: Adopt interactive problem-based learning (PBL) and learning by doing, and utilize real-world data analysis projects; with assessment based on portfolios, practical applications, analytical tests, and presentations.
3. Update References and Infrastructure: Provide modern references and digital resources from research databases (such as Scopus and ERIC), along with equipping computer labs with statistical software and simplified user guides for students.
4. Ensure Adherence to Description and Learning Strategies: Prepare a detailed teaching and assessment guide, conduct regular workshops for faculty members on modern teaching methods and authentic assessment, and monitor implementation quality through course evaluation forms and semester reports.

## 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                         | first semester / Academic year 2025/2026                                           |
| 6. Total Credit Hours                      | 30 theoretical hours + 15 theoretical hours                                        |
| 7. Date of Preparation of this Description | 1/9/2025                                                                           |

### 8. Course Objectives

- The student knows the importance of teaching thinking, its goals, types, and patterns.
- The student analyzes theories related to thinking (such as critical, creative, reflective, metacognitive thinking) and compares them in terms of principles and educational applications.
- The student distinguishes between the characteristics and components of effective thinking in light of the latest trends in educational psychology.
- The student explains how developing thinking affects the improvement of learning processes and achievement among learners.
- The student designs educational activities that enhance critical and creative thinking skills among students in different educational contexts.
- The student employs strategies such as the Six Thinking Hats, thinking maps, or SCAMPER in real or virtual lessons.
- The student analyzes classroom situations or lesson plans to determine the extent to which they integrate thinking development methods.
- The student applies tools to measure thinking skills and interprets their

results to support the development of the educational process.

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

#### **A. Cognitive Objectives (enabling the student to)**

A 1. Discuss concepts and theories related to thinking styles and skills.

A 2. Compare "thinking education" strategies in various educational and learning situations.

A 3. Evaluate the effectiveness of different thinking methods in developing higher-order mental skills.

#### **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:**

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

#### **C. The 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).**

D 1. Problem-solving and decision-making skills: Using systematic thinking models to make informed decisions, analyze complex problems, and provide innovative and practical solutions.

D 2. Collaboration and teamwork skills: By applying collaborative

thinking strategies in a group environment, and systematically exchanging roles and ideas within thinking teams.

D 3. Self-organization and reflective thinking skills: By reviewing personal performance and identifying opportunities for improvement, and practicing reflective thinking to enhance self-learning skills.

## 9. Course Structure

| The Weeks: | Hours                              | Required Learning Outcomes                                                 | The Unit Or Topic Names:                                                                                                                            | The Teaching Methods: | The Assessment Methods: |
|------------|------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------|
| Week 1     | 2<br>theoretical<br>1<br>practical | 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<br>theoretical<br>1<br>practical | Equipping yourself with the basics of teaching thinking                    | Global Thinking Standards (Clarity, Correctness, Accuracy, Relevance, Depth, (Breadth, Logic                                                        | Brainstorming         | Written Test            |
| Week 3     | 2<br>theoretical<br>1<br>practical | Introducing the student to the importance of thinking and memory mechanism | The importance of thinking and memory mechanisms                                                                                                    | Active Learning       | Portfolio               |

|        |                                        |                                                                  |                                                                                                                                                  |                         |                      |
|--------|----------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|----------------------|
| Week 4 | 2<br>theoretic<br>al<br>1<br>practical | Student<br>knowledg<br>e of<br>thinking<br>obstacles             | Obstacles to<br>thinking                                                                                                                         | Cooperative<br>Learning | Practical<br>Reports |
| Week 5 | 2<br>theoretic<br>al<br>1<br>practical | Introduc<br>ing the<br>student to<br>the types<br>of<br>thinking | Types of thinking<br>(convergent,<br>divergent,<br>inductive,<br>deductive, logical,<br>concrete,<br>innovative,<br>critical, creative,<br>(.etc | Problem-<br>solving     | Practical<br>Reports |
| Week 6 | 2<br>theoretic<br>al<br>1<br>practical | Methods<br>of<br>teaching<br>thinking                            | Empowering<br>students with<br>methods of<br>teaching thinking                                                                                   | Discussion              | Portfolio            |
| Week 7 | 2<br>theoretic<br>al<br>1<br>practical | Concept<br>of<br>thinking<br>skills                              | The importance of<br>the concept of<br>thinking skills                                                                                           | Brainstormin<br>g       | Written Test         |
| Week 8 | 2<br>theoretic<br>al<br>1<br>practical | Classificat<br>ion of<br>teaching<br>thinking<br>skills          | Equipping<br>yourself with<br>modern<br>knowledge in<br>teaching thinking<br>skills                                                              | Cooperative<br>Learning | Written Test         |
| Week 9 | 2<br>theoretic<br>al<br>1<br>practical | Thinking<br>patterns<br>and skills                               | Introducing<br>students to how to<br>classify thinking<br>styles teaching<br>skills                                                              | Discussion              | Written Test         |

|         |                                        |                                                                                               |                                                                         |                         |                      |
|---------|----------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------|----------------------|
|         |                                        |                                                                                               |                                                                         |                         |                      |
| Week 10 | 2<br>theoretic<br>al<br>1<br>practical | Types of<br>thinking<br>skills<br>Fluency<br>skills with<br>practical<br>examples             | Equipping<br>yourself with<br>modern<br>knowledge in<br>thinking skills | Brainstormin<br>g       | Portfolio            |
| Week 11 | 2<br>theoretic<br>al<br>1<br>practical | Introduc<br>ing the<br>student to<br>problem<br>solving<br>skills                             | Problem solving<br>skills with<br>practical examples                    | Active<br>Learning      | Portfolio            |
| Week 12 | 2<br>theoretic<br>al<br>1<br>practical | Knowledg<br>e<br>acquisitio<br>n steps to<br>teach<br>thinking                                | Steps to teach<br>thinking<br>Mistakes in<br>teaching thinking          | Cooperative<br>Learning | Portfolio            |
| Week 13 | 2<br>theoretic<br>al<br>1<br>practical | Acquiring<br>modern<br>knowledg<br>e in<br>theories of<br>thinking<br>and<br>intelligenc<br>e | Thinking,<br>intelligence and<br>the most<br>important theories         | Active<br>Learning      | Practical<br>Reports |
| Week 14 | 2<br>theoretic<br>al<br>1<br>practical | Gain<br>skills in<br>using<br>thinking<br>education<br>programs                               | Thinking<br>Education<br>Programs                                       | Discussion              | Written Test         |
| Week 15 | 2<br>theoretical<br>practical 1        | test                                                                                          | Previous article                                                        | Cooperative<br>Learning | Written Test         |

| <b>1 • Infrastructure</b>                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Required Textbooks                                                    | <p>- Jarwan, Fathi Abd al-Rahman (2007), Teaching Thinking – Concepts and Applications, Amman: Jordan, Dar Al-Fikr.</p> <p><a href="https://www.slideshare.net/slideshow/ss-54676031/54676031">https://www.slideshare.net/slideshow/ss-54676031/54676031</a></p>                                                                                                                                                                                                                                                                   |
| 2. Main References (Sources)                                             | <p>- Al-Khawaldeh, Mahmoud Abdullah. (2017). Developing Thinking Skills: Theory and Application. Amman: Dar Al-Masirah.</p> <p>- Al-Zughoul, Aref. (2012). Educational Psychology: Theories and Applications. Amman: Dar Al-Fikr.</p> <p>- Al-Obaidi, Sabah Marshoud Manoukh; and Laila Othman Al-Barzanji (2017), Teaching Thinking, Tripoli: Modern Book Foundation.</p> <p>- Qatami, Yousef. (2005). Models for Teaching and Learning Thinking. Amman: Dar Al-Fikr.</p>                                                         |
| a. Recommended Books and References (Scientific Journals, Reports, etc.) | <p>- Dirasat Journal: Educational Sciences / A scientific journal issued by the Deanship of Scientific Research at the University of Jordan. <a href="https://dsr.ju.edu.jo/djournals/index.php/Edu">https://dsr.ju.edu.jo/djournals/index.php/Edu</a></p> <p>- Saudi Journal of Psychological Sciences / A semi-annual journal concerned with all topics and issues of psychology in its theoretical and applied branches, issued by the Saudi Association for Educational and Psychological Sciences – King Saud University.</p> |
| b. Electronic References, Websites, etc.                                 | - Dar Al-Manzoomah website:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| - Dar Al-Manzoomah website                                               | <p><a href="https://www.daralmandumah.com">https://www.daralmandumah.com</a></p> <p>- Shamaa website for educational research and studies. <a href="https://search.shamaa.org/">https://search.shamaa.org/</a></p> <p>- National Center for Educational Professional Development – Saudi Ministry of Education</p>                                                                                                                                                                                                                 |

|  |                                                                                                                                                                                     |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <a href="https://www.td.moe.gov.sa">https://www.td.moe.gov.sa</a><br>- New Education website – Teaching Thinking<br><a href="https://www.new-educ.com">https://www.new-educ.com</a> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### **11. Course Development Plan**

1. Update Description and Content: Reconstruct the course description to include higher-order thinking skills (critical, creative, metacognitive), and contemporary models for teaching thinking, linking them to applied educational and pedagogical contexts.
2. Develop Teaching and Assessment Methods: Employ modern teaching strategies such as project-based learning, inquiry-based learning, and collaborative brainstorming; and adopt practical assessments including portfolios, applied projects, and analysis of educational situations.
3. Update References and Provide Infrastructure: Adopt updated international references and case studies from thinking education practices, and provide a smart classroom environment that includes interactive screens, e-learning platforms, and visual thinking tools such as concept maps and educational artificial intelligence.
4. Ensure Implementation of Description by Faculty: Prepare an instructional guide clarifying the strategies to be followed, conduct qualifying and training workshops for faculty members, and include periodic monitoring and evaluation tools for teaching and assessment performance according to the description.

## 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 1/ UOA610                       |
| 4. Available Attendance Modes              | In-person / Daily attendance                            |
| 5. Semester / Year                         | first semester / Academic year 2025/2026                |
| 6. Total Credit Hours                      | 30 theoretical hours                                    |
| 7. Date of Preparation of this Description | 1/9/2025                                                |

### 8. Course Objectives

- The student analyzes specialized terms in psychology and education found in English texts and understands their academic usage contexts.
- The student interprets the general content and specific details of scientific texts using analytical reading skills.
- The student compares psychological and educational propositions in English texts with their counterparts in the Arab or local context.
- The student summarizes selected texts using clear academic language, while preserving meaning and scientific integrity.
- The student applies skills of analyzing credibility, objectivity, and accuracy in psychological and educational texts in English.
- The student uses specialized terminology correctly in class discussions or short papers in English.
- The student prepares and presents an academic presentation on an educational or psychological text in English, using a scientific and systematic approach.

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

**A. Cognitive Objectives (enabling the student to)**

A 1. Describe educational and psychological concepts and terms in academic texts in English.

A B. Analyze the structure of academic texts and extract the educational and psychological issues presented.

A 3. Evaluate the quality of educational and psychological texts and express evidence-backed opinion.

**b. Course-Specific Skill Objectives**

b 1. Summarizes academic texts in English that summarize educational and psychological concepts.

b 2. Produces academic presentations in English on educational and psychological issues.

b 3. Translates selected texts with interpretive translation, considering scientific meaning and educational accuracy.

**Teaching and Learning Methods:**

- Theoretical lecture method.
- Scientific lecture method
- Practical training.
- Scientific linguistic activities.

**C. The Assessment Methods:**

- Written tests (essay and objective).
- Oral tests.
- Writing a scientific report and writing texts.
- Performance tests.

**D. Transferable General and Qualifying Skills (Other skills related to employability and personal development).**

D 1. Academic English Communication Skills: By expressing ideas orally and in writing in proper English, using specialized terminology accurately, and interacting in academic discussions in two languages (bilingual).

D 2. Critical Reading and Analysis Skills: Evaluating texts from multiple angles (linguistic, intellectual, scientific), identifying stances and biases in academic writing, and developing evidence-based opinions from texts.

D 3. Self-Organization and Independent Learning Skills: By managing time for individual reading and analysis of texts, researching the meanings of new terms and expanding understanding of them, and following English scientific sources to enhance personal and professional understanding.

**9. Course Structure**

| <b>The Weeks:</b> | <b>Hours</b> | <b>Required Learning Outcomes</b>                                                                      | <b>The Unit Or Topic Names:</b> | <b>The Teaching Methods:</b>                                 | <b>The Assessment Methods:</b>             |
|-------------------|--------------|--------------------------------------------------------------------------------------------------------|---------------------------------|--------------------------------------------------------------|--------------------------------------------|
| Week 1            | 2            | Identifies challenges faced by international students and uses vocabulary related to study and travel. | International student           | Discussions, interactive conversations, new vocabulary study | Vocabulary test, interactive oral activity |
| Week 2            | 2            | Identifies geographical locations and uses linguistic structures for comparison and preference.        | Where in the world...?          | Map exercises, bilateral dialogue, reading maps and data     | Descriptive exercise, short quiz           |
| Week 3            | 2            | Writes an                                                                                              | Writing and                     | Text                                                         | Short article                              |

|        |   |                                                                                 |                          |                                                               |                                                                |
|--------|---|---------------------------------------------------------------------------------|--------------------------|---------------------------------------------------------------|----------------------------------------------------------------|
|        |   | academic paragraph and analyzes a specialized text in correct language.         | reading ESP compositions | analysis, writing drills, peer review                         | evaluation, text analysis                                      |
| Week 4 | 2 | Analyzes the content of news articles and extracts key information and details. | Newspaper articles       | Guided reading, headline and vocabulary analysis, discussions | Reading test, content analysis exercise                        |
| Week 5 | 2 | Uses modern technical vocabulary in useful and meaningful sentences.            | Modern Technology        | Case studies, discussions, term matching                      | Vocabulary test, descriptive oral activity                     |
| Week 6 | 2 | Applies the vocabulary and structures learned in the first units of the course. | First test               | Group review, test models                                     | Comprehensive written test (multiple choice, writing, reading) |
| Week 7 | 2 | Uses appropriate expressions for attending a conference                         | Conferences and visits   | Role-playing, formal email templates                          | Formal conversation evaluation, invitation letter template     |

|         |   |                                                                                                             |                                            |                                                                            |                                              |
|---------|---|-------------------------------------------------------------------------------------------------------------|--------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------|
|         |   | or<br>organizing<br>a field visit.                                                                          |                                            |                                                                            |                                              |
| Week 8  | 2 | Connects<br>science and<br>environmen-<br>tal<br>vocabulary<br>and writes<br>an<br>analytical<br>paragraph. | Science and our<br>world                   | Scientific<br>texts,<br>analytical<br>writing,<br>vocabulary<br>activities | Analytical<br>writing,<br>conceptual<br>test |
| Week 9  | 2 | Describes<br>characters<br>and events<br>and uses<br>past tenses<br>accurately.                             | People: past and<br>present                | CV,<br>discussions,<br>verb tense<br>matching                              | Short<br>biography,<br>grammar<br>exercise   |
| Week 10 | 2 | Uses<br>information<br>technology<br>terms and<br>explains<br>digital<br>mechanism<br>s and tools.          | The world of IT                            | Translation<br>activities,<br>presentations<br>, educational<br>video      | Oral<br>presentation,<br>terminology<br>test |
| Week 11 | 2 | Measures<br>progress in<br>ESP skills<br>acquired<br>during the<br>second part<br>of the<br>course.         | Second Test                                | Group<br>review,<br>worksheets                                             | Comprehens<br>ive written<br>test            |
| Week 12 | 2 | Explains<br>the steps of<br>a process or<br>discovery                                                       | Inventions,<br>discovers, and<br>processes | Mini-<br>projects, text<br>analysis, use<br>of                             | Written<br>report,<br>timeline<br>drawing    |

|         |   |                                                                           |                                      |                                                                |                                                 |
|---------|---|---------------------------------------------------------------------------|--------------------------------------|----------------------------------------------------------------|-------------------------------------------------|
|         |   | using sequential and logical language.                                    |                                      | conjunctions                                                   |                                                 |
| Week 13 | 2 | Describes places and landmarks and prepares simple promotional materials. | Travel and tourism                   | Writing a tourist guide, simulation activities, hotel dialogue | Mini-project, visual presentation               |
| Week 14 | 2 | Develops the skill of writing advanced specialized reports and summaries. | Writing and reading ESP compositions | Advanced writing exercises, self-review and feedback           | Report/summary writing, rubric-based evaluation |
| Week 15 | 2 | Presents ideas and projects orally in clear academic English.             | Oral test                            | Oral presentation, interview, interactive dialogue             | Oral evaluation, oral observation card          |

#### 1 . Infrastructure:

|                                                                          |                                                                                                                                                                          |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Required Textbooks                                                    | -Headway Academic SkillsLevel 2 Sarah Philpot                                                                                                                            |
| 2. Main References (Sources)                                             | -Educational Psychology: Developing Learners, Jeanne Ellis Ormrod<br>-Psychology for Teaching, Guy Lefrancois<br>-Introduction to Educational Psychology, Anita Woolfolk |
| a. Recommended Books and References (Scientific Journals, Reports, etc.) | -Educational Research: Competencies for Analysis and Applications, L.R. Gay, Geoffrey Mills, Peter<br>-Theories of Development: Concepts and                             |

|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | Applications, William Crain<br>-Journal of Educational Psychology<br>-Teaching and Teacher Education (Elsevier)<br>-Educational Psychologist<br>Contemporary Educational Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| b. Electronic References, Websites, etc. | -ERIC – Education Resources Information Center<br><a href="https://eric.ed.gov">[https://eric.ed.gov]</a> ( <a href="https://eric.ed.gov">https://eric.ed.gov</a> )<br>-APA PsycNet (American Psychological Association)<br><a href="https://psycnet.apa.org">[https://psycnet.apa.org]</a> ( <a href="https://psycnet.apa.org">https://psycnet.apa.org</a> )<br>-Google Scholar, <a href="https://scholar.google.com">[https://scholar.google.com]</a><br><a href="https://scholar.google.com">https://scholar.google.com</a> )<br>-Springer Education & Psychology Journals<br><a href="https://link.springer.com">[https://link.springer.com]</a> ( <a href="https://link.springer.com">https://link.springer.com</a> ) |

## 11. Course Development Plan

1. Update Description and Content: Modify the course description to include modern academic texts and original sources from peer-reviewed scientific journals in the fields of education and psychology, with a focus on specialized concepts, terminology, and academic skills in reading and critical analysis.
2. Diversify Teaching and Assessment Methods: Adopt English for Academic Purposes (EAP) strategies such as analytical reading, text discussions, article summaries, and oral presentations; and use diverse assessments including portfolios, presentations, and reading comprehension and analytical tests.
3. Update References and Infrastructure: Provide the latest articles and e-books from databases such as \*ERIC\* and \*APA PsycNet\*, establish a supporting digital library, with technical support including a computer lab equipped with interactive dictionaries and linguistic analysis software.
4. Ensure Adherence to Description and Teaching Strategies: Prepare a unified teaching guide for faculty members that includes approved models for teaching and assessment, in addition to holding regular training workshops, and activating tools for monitoring the quality of course implementation (forms, reports, classroom observations).