

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

Department
Accreditation Department



Academic Program and Course Description Guide 2024/2025

Introduction:

The educational program is considered a coordinated and organized package of curricula that includes procedures and experiences structured around study units, primarily aimed at building and refining the skills of graduates, making them qualified to meet the requirements of the job market. It is reviewed and evaluated annually through internal or external auditing procedures and programs, such as the external examiner program.

The academic program description provides a brief summary of the key characteristics of the program and its courses, indicating the skills that are being developed in students based on the program's objectives. The importance of this description is evident as it represents the cornerstone for obtaining program accreditation, with contributions from teaching staff under the supervision of the scientific committees in the academic departments.

This third edition of the guide includes a description of the academic program after it has been approved by the Committee of Deans of Colleges of Education for Humanities at Iraqi universities, regarding the curricula based on accreditation requirements. It also includes updates to the sections and items of the previous guide in light of the developments and updates in the educational system in Iraq, which encompasses the traditional academic program description (annual, semester) as well as adopting the generalized academic program description as per the letter from the Ministry of Higher Education and Scientific Research / Studies and Planning Department No. (T M3/2906 on 3/5/2023) concerning programs that fundamentally rely on the Bologna Process.

In this context, we cannot stress enough the importance of writing clear descriptions of academic programs and curricula to ensure the smooth progress of the educational process.

Concepts and Terms:

- **Academic Program Description:** The academic program description provides a brief overview of its vision, mission, and objectives, including a precise description of the targeted learning outcomes based on specific learning strategies.
- **Course Description:** It offers a concise summary of the main characteristics of the course and the expected learning outcomes for the student, demonstrating whether they have maximized the available learning opportunities, and it is derived from the program description.
- **Program Vision:** An ambitious image of the future of the academic program, aiming to be a developed, inspiring, stimulating, and applicable program.
- **Program Mission:** It briefly outlines the goals and necessary activities to achieve them, as well as defining the pathways for the program's development and its 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 the courses/subjects included in the academic program according to the adopted learning system (semester, annual, Bologna process), whether they are requirements (by ministry, university, college, academic department) along with the number of credit hours.
- **Learning Outcomes:** A coherent set of knowledge, skills, and values that the student has acquired after successfully completing the academic program, and the learning outcomes for each course should be defined in a way that achieves the program's goals.
- **Teaching and Learning Strategies:** These are the strategies used by faculty members to enhance student teaching and learning. They are plans followed to achieve learning goals, describing all the in-class and out-of-class activities to achieve the program's learning outcomes.



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Academic Program and Course Description Template

University Name: *University Of Anbar*
Faculty/Institute: *College of Education for Humanities*
Scientific Department: *Department of Educational and Psychological Sciences*
Department of Educational and psychological sciences Academic or
Professional Program Name: *Bachelor*
Final Certificate Name: *Bachelor of Educational and psychological sciences*
Academic System: *semester*

Description Preparation Date: 16/9/2024
File Completion Date: 15/10/2024

Signature:
Head of Department Name:
Prof. Dr. YASIR KHALAF RASHID
Date: 15/10/2024

Signature:
Scientific Associate Name:
Prof. Dr. Ahmed Falih Fayyad
Date: 15/10/2024

The file is checked by: *Asst. Prof. Dr. Muthana Ismaeil Turki*
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance
Department: *كلية التربية للعلوم الإنسانية*
شعبة ضمان الجودة
والأداء الجامعي
Date:
Signature:

Approval of the Dean
15/10/2024



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University Name: *University Of Anbar*
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1. Program Vision

Leadership and educational and psychological excellence for building a vibrant community.

2. Program Mission

Preparing outstanding teachers and specialized researchers in educational and psychological sciences who are professionally and research-qualified, capable of creativity and competitiveness in the job market, executing effective community partnerships, and providing robust educational and psychological programs, research, and expertise.

3. Program Objectives

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

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

4. Program Accreditation

Does the program have program Accreditation? And from which agency?

No

5. Other external influences

External influences include many variables that can come from society, the economy, politics, technology, and even culture. Here are some of the most significant external influences:

1. Economic trends and needs: The job market greatly impacts the design of academic programs. If there's a need to increase the number of specialists in educational and psychological sciences in a certain area, it leads to the development of programs to meet this need.
2. Legal and regulatory requirements: Government regulations and national and regional education policies play a role in setting academic standards such as accreditation, assessment, and quality assurance.
3. Technological changes: Technological advancements force academic institutions to update their curricula to include new technologies. For example, the emergence of artificial intelligence has increased the demand for programs related to modern technology.
4. Social and cultural trends: Changes in social values and ethical principles also affect academic programs. For instance, the growing interest in environmental issues, sustainable development, and gender equality drives universities to develop programs that focus on these issues.
5. Scientific and research developments: New scientific and research discoveries in the field of educational and psychological sciences can influence academic programs, as universities strive to update their curricula based on the latest scientific advancements.
6. Education funding: The availability of funding, whether from the government or the private sector, impacts academic programs. Institutions that receive more funding may be able to offer a wider variety of innovative programs.
7. Student and parent expectations: The desires and expectations of students and their families regarding quality education and future careers influence the design of academic programs, as institutions seek to meet their aspirations.

All these influences interact with one another to affect how academic programs are designed and implemented, requiring educational institutions to be flexible and able to adapt to the changing environment.

Is there a sponsor for the program? The sponsor of the program: Ministry of Higher Education and Scientific Research, University of Anbar.

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	8	17	0.117241	Core requirement
College Requirements	8	23	0.158621	Core requirement
Department Requirements	34	99	0.682759	Core requirement
Summer Training	2	6	0.041379	Core requirement
Other	52	145	100%	

* This can include notes whether the course is basic or optional.

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
First stage/1 st semester	EHS1101	General Psychology/1	3	0
First stage/1 st semester	EHS1102	Psychology of Individual Differences	2	2
First stage/1 st semester	EDH1103	Foundations of Education/1	3	0
First stage/1 st semester	UNV02	Educational Texts in English	2	0
First stage/1 st semester	UNV03	Computers	2	2
First stage/1 st semester	UNV04	Democracy and Human Rights	2	0
First stage/2 nd semester	EHS1201	General Psychology/2	3	0
First stage/2 nd semester	EHS1202	Educational Sociology	3	0
First stage/2 nd semester	EDH1203	Foundations of Education/2	3	0
First stage/2 nd semester	EDH1204	Environmental Education	2	2
First stage/2 nd semester	UNV01	Arabic Language	2	0
Second stage/1 st semester	EHS2101	Curricula and Textbooks/1	2	2
Second stage/1 st semester	EHS2102	Educational Psychology/1	2	2
Second stage/1 st semester	EHS2103	Social Psychology	3	0
Second stage/1 st semester	EHS2104	Descriptive Statistics/1	2	2
Second stage/1 st semester	EHS2105	Developmental Psychology/1 (Childhood)	3	0
Second stage/1 st semester	UNV02	Educational Texts in English	2	0
Second stage/1 st semester	UNV03	Computer Science	2	0
Second stage/1 st semester	UNV05	Crimes of the Ba'ath Regime in Iraq	2	0
Second stage/2 nd semester	EHS2201	Educational Psychology/2	2	2
Second stage/2 nd semester	EHS2202	Descriptive Statistics/2	2	2
Second stage/2 nd semester	EHS2203	Developmental Psychology/2 (Adolescence)	3	0
Second stage/2 nd semester	EDH2204	Educational Planning	3	0
Second stage/2 nd semester	UNV01	Arabic Language	2	0
Second stage/2 nd semester	EHS2205	Continuous Education	2	0

Third stage/1 st semester	EHS3101	Psychological Counseling and Educational Guidance/1	3	0
Third stage/1 st semester	EHS3102	Personality Psychology/1	3	0
Third stage/1 st semester	EHS3103	Physiological Psychology	3	0
Third stage/1 st semester	EHS3104	Experimental Psychology	2	2
Third stage/1 st semester	EDH3105	Educational Technology and Its Applications/1	2	2
Third stage/1 st semester	EHS3106	Teaching Methods	2	2
Third stage/1 st semester	EHS3107	Comparative Education	2	0
Third stage/1 st semester	EHS3108	Inferential Statistics	2	2
Third stage/2 nd semester	EHS3201	Psychological Counseling and Educational Guidance/2	3	0
Third stage/2 nd semester	EHS3202	Personality Psychology/2	3	0
Third stage/2 nd semester	EHS3203	Cognitive Psychology	3	0
Third stage/2 nd semester	EDH3204	Educational Technology and Its Applications/2	2	2
Third stage/2 nd semester	EHS3205	Teaching Methods	2	2
Third stage/2 nd semester	EDH3206	Scientific Research Methods	2	2
Third stage/2 nd semester	EHS3207	Inferential Statistics	2	2
Fourth stage/1 st semester	EHS4101	Mental Health	3	0
Fourth stage/1 st semester	EHS4102	Measurement and Evaluation/1	2	2
Fourth stage/1 st semester	EHS4103	Teaching Thinking	3	0
Fourth stage/1 st semester	EHS4104	Behavior Modification	2	2
Fourth stage/1 st semester	EHS4105	Leadership and Educational Management	3	0
Fourth stage/1 st semester	EHS4106	Special Education	2	2
Fourth stage/1 st semester	EDH4107	Practical Education - Observation/1	2	2
Fourth stage/2 nd semester	EHS4201	Economics of Education	3	0
Fourth stage/2 nd semester	EHS4202	Measurement and Evaluation/2	2	2
Fourth stage/2 nd semester	EHS4203	Philosophy of Education	3	0
Fourth stage/2 nd semester	EDH4204	Practical Education - Application/2	2	2
Fourth stage/2 nd semester	EDH4205	Graduation Research	1	2

8. Expected learning outcomes of the program	
Knowledge	
Learning outcomes 1	Learning outcomes statement 1
A1- To gain comprehensive knowledge in the field of educational and psychological sciences and to work towards advancement in both educational and research areas, aligning with the requirements of sustainable development, the digital revolution, and keeping up with the rapid changes in the world. A2- To learn the educational and psychological knowledge that enables a scientific understanding and perception to reach the truth, engage in research and inquiry, and develop thinking and reasoning skills to emphasize the principle of learning for knowledge leading to truth. A3- To actively participate in knowledge production and leverage more knowledge, information, and skills that enable the acquisition of experience and professionalism, while prioritizing aspects of life to establish the principle of learning for work. A4- To possess a high level of specialized knowledge that supports critical analysis and the synthesis of concepts in the field of educational and psychological sciences. A5- To practice self-learning skills through lifelong learning and continuous professional development.	
Skills	
Learning outcomes 2	Learning outcomes statement 2
B1 – To have effective communication skills and the ability to manage teamwork and lead others. B2 – To demonstrate advanced personal skills in both academic and practical life, clearly representing vision, flexibility, adaptability, initiative, and other personal skills. B3 – To show mastery and skilled application of specialized and general knowledge in various professional contexts. B4 – To demonstrate the ability to solve problems and make appropriate decisions in different contexts by using analysis, reasoning, and seeking multiple and innovative solutions, among others. B5 – To possess effective, responsible, and secure use of modern technologies in academic and professional life by employing analysis and evaluation and applying information and data from various sources to meet their specialized and professional needs.	
Ethics	
Learning outcomes 3	Learning outcomes statement 3
C1 - To cultivate a sense of responsibility by being aware of the social and legal dimensions of all his behaviors. C2 - To commit to responsible behavior and embrace Islamic values and national identity. C3 - To engage in community activities that contribute to the development of their university and local community. C4 - To uphold professional ethics and conduct by adhering to academic integrity, lifelong learning, fairness and appreciation of diversity, excellence, quality, and discipline, professionalism, and freedom. C5 - To apply scientific and educational principles that help him to be a contributing and good member of society, believing that every civilization has its own values system, and working	

according to the principle of learning to live with others.

9. Teaching and Learning Strategies

Strategies and methods of teaching and learning used in implementing the program in general:

- Active learning strategies.
- Mastery learning strategies.
- Cooperative learning strategies.
- Inquiry-based learning strategies.
- Blended learning strategies.
- E-learning strategies.
- Reflective learning strategies.
- Self-directed learning strategies.

10. Evaluation methods

Implementation at all stages of the program in general.

- Essay performance assessments
- Objective performance assessments.
- Performance tests.
- Questionnaires.
- Observation card.
- Alternative evaluation.

11. Faculty

Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor	Educational Sciences	Teaching Methods			3	
Professor	Psychological Sciences	Psychological Guidance			1	
Assistant Professor	Educational Sciences	Teaching Methods			2	
Assistant Professor	Psychological Sciences	Psychology			6	
Assistant Professor	Educational Sciences	Educational Management			1	
Instructor	Educational Sciences	Teaching Methods			2	

Instructor	Psychological Sciences	Psychology			5	
Assistant Instructor	Educational Sciences	Teaching Methods			4	
Assistant instructor	Psychological Sciences	Psychology			5	

Professional Development

Mentoring new faculty members

Briefly describe the process used to guide new faculty members, visitors, part-time, and full-time faculty at the institutional and departmental levels.

- Conducting informative guidance workshops and courses for new faculty members on various key aspects including:

1. Self-development
2. Administrative and human resource skills
3. Legal skills
4. Modern teaching methods
5. Scientific skills and academic research

- Actively participating in both theoretical and practical classes under the supervision of experienced and competent instructors in teaching and academic research.

Professional development of faculty members

Briefly outline the plan and arrangements for the academic development of faculty members such as teaching and learning strategies, assessment of learning outcomes, professional development, and more, as the professional development of faculty members is crucial to ensure the improvement of the quality of education and research in educational institutions. There are several ways to achieve this, including:

1. Workshops and training sessions: Educational institutions organize workshops and training courses aimed at developing the skills of faculty members in areas such as effective teaching, communication with students, assessment techniques, scientific research, and more:

- Professional development for university lecturers.
- Effective teaching and learning strategies.
- Building achievement tests.

Administrative skills and human resources development.

- Legal skills.
- High-quality scientific publishing in international repositories.

2. Guidance and counseling: Individual support can be provided to faculty members through guidance and counseling sessions aimed at identifying strengths and weaknesses, and developing personal and professional development plans.

3. Encouraging and motivating continuous learning: Incentives and rewards can be provided to faculty members who seek continuous learning and skill development.

4. Online learning: Providing online learning resources such as online courses and educational materials available on the internet can be an effective way to develop the skills of faculty

members at their convenience.

5. Engagement in the academic community: Encouraging faculty members to participate in academic conferences, workshops, and seminars to share experiences and learn from others.

6. Research and scholarly publishing: Encouraging faculty members to conduct research and publish in peer-reviewed scientific journals can contribute to the development of their skills and increase their knowledge in their specialized fields.

7. Providing support and opportunities: Developing faculty members not only benefits their job performance and education quality but also contributes to enhancing the reputation and attractiveness of the educational institution to prospective students and researchers.

12. Acceptance Criterion

The regulations related to enrollment in the college or institute, whether it's central admission or other methods, should be noted.

- The plan for central admission set by the Ministry of Higher Education and Scientific Research/ Department of Studies and Planning; which includes relying on the criteria of preference and competition based on the high school graduation average.
- The applicant must pass a personal interview in front of the specialized committee from the department to prove their mental and psychological fitness.
- A medical examination is required, along with obtaining proof of being medically fit.

13. The most important sources of information about the program

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

- **The official website of the university or educational institution:** The official website contains comprehensive information about the academic programs offered, including curricula, courses, graduation requirements, research opportunities, and more.
- **Student handbook or academic program catalog:** This guide contains detailed information about the academic program including courses, study plans, and available specializations.
- **Faculty and staff:** You can communicate with faculty members to obtain information about the academic program, courses, research opportunities, and training.
- **University Library:** Resources and references can be found to help understand the content of the academic program and deepen knowledge in various subjects.
- **Academic Research and Scientific Journals:** Reading research and scientific articles published in specialized scientific journals can help understand current trends in the field of study and academic innovations.
- **Academic Forums and Discussion Groups:** Joining academic forums online or discussion groups to connect with fellow students and professors, and share experiences and knowledge.
- **Official Reports and Statistics:** Accessing official reports published by the university or educational institutions to obtain data and statistics related to the academic program and its performance.

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

14. Program Development Plan

Developing academic programs involves many steps and principles aimed at improving the quality of education, meeting students' needs, and fulfilling the requirements of the job market. SWOT analysis can be used to work in this field. Some of the key steps in developing academic programs are:

- **Assessment of needs and objectives:** It is important to identify the educational needs of students and the requirements of the job market. This includes studying changes in society, industry, and technology.
- **Curriculum design:** A curriculum must be designed that aligns with educational objectives, student needs, and job market requirements. This may involve developing new courses or updating current ones.
- **Implementing innovative teaching methods:** It is essential to employ innovative and interactive teaching methods that encourage active student participation, enhance active learning, and foster critical thinking.
- **Incorporating technology in education:** Technology can be used to enhance the learning experience, such as utilizing online learning platforms and interactive educational materials.
- **Continuous assessment and improvement:** Regular assessment of the study program must be conducted to ensure the achievement of educational objectives and quality improvement. The evaluation results can be used to introduce necessary enhancements.
- **Providing practical learning opportunities:** Offering practical learning opportunities such as workshops and field training to enable students to acquire relevant practical skills and experiences.
- **Enhancing Diversity and Inclusivity:** The study program should be designed to provide opportunities for all students regardless of their backgrounds and abilities.
- **Providing Academic and Professional Support:** Academic and professional support for students can be offered through counseling sessions, academic guidance, and opportunities to participate in research activities.

Developing the academic program relies on continuous collaboration among faculty members, academic administration, students, and business owners to ensure the highest levels of quality and effectiveness in education.

Program Skills Outline

				Required program Learning outcomes														
Year/Level	Course Code	Course Name	Basic or optional	Knowledge					Skills					Ethics				
				A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5
First stage/1 st semester	EHS1101	General Psychology/1	Section	✓	✓		✓		✓			✓		✓			✓	
First stage/1 st semester	EHS1102	Psychology of Individual Differences	Section	✓				✓	✓	✓			✓	✓				✓
First stage/1 st semester	EDH1103	Foundations of Education/1	College	✓	✓				✓	✓		✓		✓	✓	✓		
First stage/1 st semester	UNV02	Educational Texts in English	University	✓	✓	✓	✓		✓			✓	✓		✓	✓		✓
First stage/1 st semester	UNV03	Computers	University	✓	✓				✓					✓	✓		✓	✓
First stage/1 st semester	UNV04	Democracy and Human Rights	University	✓	✓		✓		✓			✓	✓	✓				
First stage/2 nd semester	EHS1201	General Psychology/2	Section	✓	✓		✓		✓	✓				✓				✓
First stage/2 nd semester	EHS1202	Educational Sociology	Section	✓	✓			✓	✓	✓				✓		✓		✓
First stage/2 nd semester	EDH1203	Foundations of Education/2	College	✓		✓	✓			✓		✓		✓				

First stage/2 nd semester	EDH1204	Environmental Education	College	✓	✓		✓			✓	✓			✓	✓			✓
First stage/2 nd semester	UNV01	Arabic Language	University	✓	✓				✓	✓	✓	✓			✓	✓	✓	
Second stage/1 st semester	EHS2101	Curricula and Textbooks/1	Section	✓	✓			✓	✓				✓	✓	✓			
Second stage/1 st semester	EHS2102	Educational Psychology/1	Section	✓			✓		✓			✓		✓		✓		✓
Second stage/1 st semester	EHS2103	Social Psychology	Section	✓			✓		✓			✓	✓	✓		✓		
Second stage/1 st semester	EHS2104	Descriptive Statistics/1	Section	✓		✓		✓	✓		✓	✓		✓	✓	✓	✓	
Second stage/1 st semester	EHS2105	Developmental Psychology/1 (Childhood)	Section	✓		✓	✓	✓	✓		✓	✓		✓				✓
Second stage/1 st semester	UNV02	Educational Texts in English	University	✓		✓	✓		✓		✓		✓	✓	✓	✓	✓	
Second stage/1 st semester	UNV03	Computer Science	University	✓	✓				✓			✓		✓			✓	✓
Second stage/1 st semester	UNV05	Crimes of the Ba'ath Regime in Iraq	University	✓	✓		✓		✓			✓		✓	✓	✓		
Second stage/2 nd semester	EHS2201	Educational Psychology/2	Section	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓		✓	
Second stage/2 nd semester	EHS2202	Descriptive Statistics/2	Section	✓	✓	✓	✓		✓		✓			✓	✓		✓	

Second stage/2 nd semester	EHS2203	Developmental Psychology/2 (Adolescence)	Section	✓	✓			✓	✓		✓	✓				✓	✓	✓
Second stage/2 nd semester	EDH2204	Educational Planning	College	✓			✓		✓		✓	✓	✓	✓			✓	✓
Second stage/2 nd semester	UNV01	Arabic Language	University	✓	✓				✓	✓			✓	✓				
Second stage/2 nd semester	EHS2205	Continuous Education	Section	✓		✓	✓	✓	✓					✓			✓	✓
Third stage/1 st semester	EHS3101	Psychological Counseling and Educational Guidance/1	Section	✓		✓	✓		✓			✓	✓				✓	
Third stage/1 st semester	EHS3102	Personality Psychology/1	Section	✓					✓	✓	✓			✓			✓	
Third stage/1 st semester	EHS3103	Physiological Psychology	Section	✓	✓			✓	✓			✓		✓	✓	✓	✓	✓
Third stage/1 st semester	EHS3104	Experimental Psychology	Section	✓			✓		✓			✓		✓			✓	
Third stage/1 st semester	EDH3105	Educational Technology and Its Applications/1	College	✓			✓	✓	✓		✓			✓			✓	✓
Third stage/1 st semester	EHS3106	Teaching Methods	Section	✓		✓	✓		✓			✓		✓	✓		✓	
Third stage/1 st semester	EHS3107	Comparative Education	Section	✓	✓	✓	✓		✓		✓	✓		✓	✓			✓
Third stage/1 st semester	EHS3108	Inferential Statistics	Section	✓	✓			✓	✓			✓		✓	✓	✓		

Third stage/2 nd semester	EHS3201	Psychological Counseling and Educational Guidance/2	Section	✓	✓		✓	✓			✓	✓			✓	✓		
Third stage/2 nd semester	EHS3202	Personality Psychology/2	Section	✓	✓		✓					✓						✓
Third stage/2 nd semester	EHS3203	Cognitive Psychology	Section	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓		
Third stage/2 nd semester	EDH3204	Educational Technology and Its Applications/2	College	✓		✓	✓					✓				✓	✓	✓
Third stage/2 nd semester	EHS3205	Teaching Methods	Section	✓					✓			✓	✓	✓			✓	
Third stage/2 nd semester	EDH3206	Scientific Research Methods	College	✓		✓	✓	✓				✓		✓				✓
Third stage/2 nd semester	EHS3207	Inferential Statistics	Section	✓	✓	✓	✓		✓	✓	✓	✓		✓				
Fourth stage/1 st semester	EHS4101	Mental Health	Section	✓			✓	✓	✓				✓	✓	✓			✓
Fourth stage/1 st semester	EHS4102	Measurement and Evaluation/1	Section	✓					✓	✓		✓		✓	✓		✓	
Fourth stage/1 st semester	EHS4103	Teaching Thinking	Section	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓		✓	
Fourth stage/1 st semester	EHS4104	Behavior Modification	Section	✓			✓	✓	✓		✓			✓	✓	✓	✓	
Fourth stage/1 st semester	EHS4105	Leadership and Educational Management	Section	✓	✓	✓	✓		✓		✓	✓		✓				✓

Fourth stage/1 st semester	EHS4106	Special Education	Section	✓				✓	✓	✓			✓	✓	✓	✓	✓	
Fourth stage/1 st semester	EDH4107	Practical Education - Observation/1	College	✓	✓	✓	✓	✓	✓	✓				✓				✓
Fourth stage/2 nd semester	EHS4201	Economics of Education	Section	✓				✓	✓	✓		✓		✓				
Fourth stage/2 nd semester	EHS4202	Measurement and Evaluation/2	Section	✓					✓	✓				✓				✓
Fourth stage/2 nd semester	EHS4203	Philosophy of Education	Section	✓	✓		✓		✓	✓		✓		✓	✓	✓	✓	
Fourth stage/2 nd semester	EDH4204	Practical Education - Application/2	College	✓		✓		✓		✓		✓		✓		✓	✓	✓
Fourth stage/2 nd semester	EDH4205	Graduation Research	College	✓	✓			✓		✓			✓	✓			✓	

- Please tick the boxes corresponding to the individual program learning outcomes under evaluatio

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



Course Description Guide First Semester of the Academic Year 2024/2025

Course Description General Psychology/1

Course Name:					
General Psychology/1					
Course Code:					
EHS1101					
Semester / Year:					
First Semester / First Year / Academic Year 2024/2025					
Description Preparation Date:					
16/9/2024					
Available Attendance Forms:					
Lectures					
Number of Credit Hours (Total) / Number of Units (Total)					
45 hours/45 credits					
Course administrator's name (mention all, if more than one name)					
Name: Assistant. professor. Dr. Abdul Majeed Rabie					
Email: abdulmageed.moh@uoanbar.edu.iq					
Course Objectives					
Course Objectives		1- Allow the students to know the principles of general psychology. 2- The student will be able to know the factors affecting human behavior. 3. The program will help the student to be able to know the trends and tendencies that govern human behavior. 4- The students will be able to apply the principles of general psychology he has studied			
Teaching and Learning Strategies					
Strategy		- Method of discussion and interaction. - Feedback method. - Method of giving and receiving - Assigning the student to some group activities and duties. - Allocating a percentage of the grade to daily assignments and tests			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learnin g method	Evaluation method
the first	3	Receptivity and understandi ng	Introduction to psychology	The lecture	Oral and written tests
The second	3	Receive and discuss	Historical development of psychology	The lecture	Oral and written tests
the third	3	Receive and discuss	Psychology schools	The lecture	Exams

the fourth	3	Receive and discuss	Behavior and factors affecting it	The lecture	Real-time tests
Fifth	3	Receive and discuss	Research methods in psychology	The lecture	the exams
The sixth	3	Receive and discuss	Motives	The lecture	daily exams
The seventh	3	Receive and discuss	Motivation theories	The lecture	Oral and written tests
The eighth	3	Receive and discuss	Measuring motivation	The lecture	Oral and written exams
The ninth	3	Receive and discuss	Emotions	The lecture	Exams
The tenth	3	Receive and discuss	Theories of emotions	The lecture	the exams
eleventh	3	Receive and discuss	Psychological trends	The lecture	the exams
Twelfth	3	Receive and discuss	Attention	The lecture	Exams
Thirteenth	3	Receive and discuss	Perception	The lecture	Oral and written tests
fourteenth	3	Receive and discuss	Sensory perception	The lecture	Oral and written tests
Fifteenth	3	Receive and discuss	What do we mean by mental processes?	The lecture	Exams

Course Evaluation

The score out of 100 is distributed based on the tasks assigned to the student, such as daily preparation, daily oral and written exams, monthly tests, and reports, etc.

The effort score out of (40) is distributed as follows:

20 points for the first monthly exam

15 points for the second monthly exam

5 points for tasks, activities, and student participation

The final exam score is (60)

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Introduction to general psychology AbdulAmeer al Shamsi
Main references (source)	
Recommended books and references (scientific journals, reports...)	General Psychology
Electronic references, websites.	

Course Description Psychology of Individual Differences

Course Name:					
Psychology of Individual Differences					
Course Code:					
EHS1102					
Semester / Year:					
First Semester / First Year / Academic Year 2024/2025					
Description Preparation Date:					
16/9/2024					
Available Attendance Forms:					
Lectures					
Number of Credit Hours (Total) / Number of Units (Total)					
45 hours/45 credits					
Course administrator's name (mention all, if more than one name)					
Name: Assistant teacher Sabreen Ali Hussain					
Email: : Sabreen.ali@uoanbar.edu.iq					
Course Objectives					
Course Objectives		• To know the concepts of Individual differences. • To learn about the modern development of differential psychology. • To understand the Importance of individual differences in education.			
Teaching and Learning Strategies					
Strategy		Learning and teaching strategies and methods dependent in implementation of the program in general.			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	3	Receptivity and understanding	Concepts of individual differences and an introductory introduction	The lecture	Oral and written tests
The second	3	Receive and discuss	Historical development of the concept of individual differences in China and the West	The lecture	Oral and written tests
the third	3	Receive and	Individual	The lecture	Exams

		discuss	differences among Arab and Muslim scholars		
the fourth	3	Receive and discuss	Modern development science is the same as individual differenc	The lecture	Real-time tests
Fifth	3	Receive and discuss	Environment, genetics and their relationship to individual differences	The lecture	the exams
The sixth	3	Receive and discuss	Mental measurement and psychometrics	The lecture	daily exams
The seven	3	Receive and discuss	Experimental psychology	The lecture	Oral and written tests
The eighth	3	Receive and discuss	The importance of individual differences in education	The lecture	Oral and written exams
The ninth	3	Receive and discuss	Measurement and evaluation in educational fields	The lecture	Exams
The tenth	3	Receive and discuss	Types of individual differences	The lecture	exams
eleventh	3	Receive and discuss	Characteristics of individual difference	The lecture	exams
Twelfth	3	Receive and discuss	Manifestations of individual differences	The lecture	Exams
Thirteenth	3	Receive and discuss	Individual differences in	The lecture	Oral and written tests

			intelligence		
fourteenth	3	Receive and discuss	Individual differences in personality	The lecture	Oral and written tests
Fifteenth	3	Receive and discuss	components tests	The lecture	Exams

Course Evaluation

The score out of 100 is distributed based on the tasks assigned to the student, such as daily preparation, daily oral and written exams, monthly tests, and reports, etc.

The effort score out of (40) is distributed as follows:

20 points for the first monthly exam

15 points for the second monthly exam

5 points for tasks, activities, and student participation

The final exam score is (60)

Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (source)

Recommended books and references (scientific journals, reports...)

The psychology of individual differences and its educational applications, written by Ahmad Muhammad Al-Zoubi, 200

Electronic references, websites.

Course Description Fundamentals of Education

Course Name					
Foundations of Education/1					
Course Code:					
EDH1103					
Semester/Year:					
First Semester / First Year / Academic Year 2024/2025					
Description Preparation Date:					
16/9/2024					
Available Attendance Forms					
Lectures					
Total Study Hours (Total Units):					
45 hours / 45 units					
Course Coordinator					
Name : Mr. Ibrahim Hamad Shabib			Email: abody2017ra@uoanbar.edu.iq		
Course Objectives					
Course Objectives		1-Introducing students to the general principles of education. 2-Providing students with the general foundations of education in terms of concept, objectives, philosophies and principles. First Semester / First Year / Academic Year 2024/2025 3-Providing students with the most prominent educational theories that dealt with education in diverse societies and different eras, ancient and modern..			
Teaching and Learning Strategies					
The teaching and learning strategies employed in the program generally include: - Discussion and dialogue strategy. - Brainstorming strategy. - Questioning strategy. - Exploration strategy.				Strategies	
Course Structure					
Assessment Method	Teaching Method	Unit/Topic Name	Desired Learning Outcomes	Hours	Week
Written Tests	Lecture	The meaning of education and its objectives	Reception and Understanding	3	1
Objective Tests	Discussion and Dialogue	The necessities of breeding	Reception and Discussion	3	2

Essay Tests	Brainstorming	Theories of education	Reception and Discussion	3	3
Written Tests	Presentation	Fields of Education	Reception and Understanding	3	4
Written Tests	Lecture	The historical basis of ancient education	Reception and Discussion	3	5
Objective Tests	Discussion and Dialogue	Chinese	Reception and Discussion	3	6
Essay Tests	Brainstorming	Greek	Reception and Understanding	3	7
Written Tests	Presentation	Medieval	Reception and Discussion	3	8
Written Tests	Lecture	Arab education before and after Islam	Reception and Discussion	3	9
Objective Tests	Discussion and Dialogue	Modern education	Reception and Understanding	3	10
Essay Tests	Brainstorming	Women's work at home and outside	Reception and Discussion	3	11
Written Tests	Presentation	The social basis of education	Reception and Discussion	3	12
Oral and Written Tests	Lecture	The relationship between education and society	Reception and Understanding	3	13
Oral and Written Tests	Lecture	The relationship between the individual and the environment	Reception and Discussion	3	14
Exams	Lecture	Moral Education	Reception and Discussion	3	15

Course Evaluation

The score out of 100 is distributed based on the tasks assigned to the student, such as daily preparation, daily oral and written exams, monthly tests, and reports, etc. The effort score out of (40) is distributed as follows:
 20 points for the first monthly exam
 15 points for the second monthly exam
 5 points for tasks, activities, and student participation
 The final exam score is (60)

Learning and Teaching Resources

Required Books:	Al-Shuwaili, Faisal Abed Munshid
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	(2013), Foundations and Principles of Education.
Primary References:	Plato (1969), The Republic, translated by Hanna Khabbaz, Dar Al-Turath, Beirut. Al-Asam, Abdul Amir (1999), Ibn Rushd and his philosophy between heritage and contemporary, part 1, House of Wisdom, Baghdad. Al-Sadr, Mohammed Baqir (2010), The Family in Islam, Dar Al-Basa'ir, Beirut.
Supporting Books and References (Recommended):	Lectures on the foundations of education
Scientific journals, reports, electronic references, websites:	

Course Description Headway Plus Beginner

Course Name:					
Educational Texts in English					
Course Code:					
UNV02					
Semester/Year:					
First Semester / First Year / Academic Year 2024/2025					
Description Preparation Date:					
16/9/2024					
Available Attendance Forms:					
Lectures					
Number of Credit Hours (Total) / Number of Units (Total)					
30 hours/30 credits					
Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Dr. Fuad Jassim Mohammed					
Email: : ed.fuad.jassim@uoanbar.edu.iq					
Course Objectives					
Course Objectives		1. Learn the four skills (reading, writing, listening and speaking) 2. Distinguish between vocabulary that is similar in use 3. Know the phonetic symbols 4. The ability to understand literary texts and comprehension			
Teaching and Learning Strategies					
Strategy		Learning and teaching strategies and methods dependent in implementation of the program in general.			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The first	2	Receptivity and understanding	Hello!	The lecture	Oral and written tests
The second	2	Receive and discuss	Your World	The lecture	Oral and written tests
the third	2	Receive and discuss	All about You	The lecture	Exams
the fourth	2	Receive and discuss	Family and Friends	The lecture	Real-time tests
Fifth	2	Receive and discuss	The Way I live	The lecture	the exams
The sixth	2	Receive and discuss	Every day	The lecture	daily exams
The seventh	2	Receive and discuss	My favorites	The lecture	Oral and written tests

The eighth	2	Receive and discuss	Where I live	The lecture	Oral and written exams
The ninth	2	Receive and discuss	Times Past	The lecture	Exams
The tenth	2	Receive and discuss	10. We had a great time!	The lecture	the exams
Eleventh	2	Receive and discuss	11. I can do that!	The lecture	the exams
Twelfth	2	Receive and discuss	12. Please and thank you	The lecture	Exams
Thirteenth	2	Receive and discuss	Here and now	The lecture	Oral and written tests
fourteenth	2	Receive and discuss	It's time to go!	The lecture	Oral and written tests
Fifteenth	2	Receive and discuss	Examination	The lecture	Exams

Course Evaluation

The score out of 100 is distributed based on the tasks assigned to the student, such as daily preparation, daily oral and written exams, monthly tests, and reports, etc.

The effort score out of (40) is distributed as follows:

20 points for the first monthly exam

15 points for the second monthly exam

5 points for tasks, activities, and student participation

The final exam score is (60)

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Soars, L. (2009). " Headway Plus Beginner
Main references (source)	Soars, L. (2009). " Headway Plus Beginner
Recommended books and references (scientific journals, reports...)	Lectures on Grammar
Electronic references, websites.	

Course Description Headway Plus Beginner

Course Name:					
Arabic Language					
Course Code:					
UNV01					
Semester/Year:					
First Semester / First Year / Academic Year 2024/2025					
Description Preparation Date:					
16/9/2024					
Available Attendance Forms:					
Lectures					
Number of Credit Hours (Total) / Number of Units (Total)					
30 hours/30 credits					
Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Dr. Jabbar Abd Dahi					
Email: : ed.jabbar.abd @uoanbar.edu.iq					
Course Objectives					
Course Objectives		1- Providing a clear picture of the Arabic language. 2- Highlighting the importance of the Arabic language. 3- Exploring some vocabulary of the Arabic language.			
Teaching and Learning Strategies					
Strategy		Strategies and methods of teaching and learning implemented in the program in general: - Lecture strategy. - Discussion strategy. - Dialogue strategy. - Active learning strategy.			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The first	2	Receptivity and understanding	Words and what they are made of	The lecture	Oral and written tests
The second	2	Receive and discuss	Signs of the noun	The lecture	Oral and written tests
the third	2	Receive and discuss	Signs of the verb	The lecture	Exams
the fourth	2	Receive and discuss	Flexible and fixed	The lecture	Real-time tests
Fifth	2	Receive and discuss	Formation in nouns	The lecture	the exams
The sixth	2	Receive and discuss	The five nouns	The lecture	daily exams

The seventh	2	Receive and discuss	The five verbs	The lecture	Oral and written tests
The eighth	2	Receive and discuss	First month exam	The lecture	Oral and written exams
The ninth	2	Receive and discuss	Subject and predicate	The lecture	Exams
The tenth	2	Receive and discuss	Indefinite and definite	The lecture	the exams
Eleventh	2	Receive and discuss	"Was" and its sisters	The lecture	the exams
Twelfth	2	Receive and discuss	Pronouns	The lecture	Exams
Thirteenth	2	Receive and discuss	Relative pronoun	The lecture	Oral and written tests
fourteenth	2	Receive and discuss	Demonstrative pronoun	The lecture	Oral and written tests
Fifteenth	2	Receive and discuss	Second month exam	The lecture	Exams

Course Evaluation

The score out of 100 is distributed based on the tasks assigned to the student, such as daily preparation, daily oral and written exams, monthly tests, and reports, etc.

The effort score out of (40) is distributed as follows:

20 points for the first monthly exam

15 points for the second monthly exam

5 points for tasks, activities, and student participation

The final exam score is (60)

Learning and Teaching Resources

Required textbooks (curricular books, if any)	-Explanation made easy by Ibn Aqil. Dr. Hosni Abdel Jalil -The Book of Condensation and Completion. Moamen Sabry -Applied Grammar. Dr. Abdu Al-Rajhi
Main references (source)	
Recommended books and references (scientific journals, reports...)	
Electronic references, websites.	

Course Description Democracy and Human Rights

Course Name					
Democracy and Human Rights					
Course Code:					
UNV04					
Semester/Year:					
First Semester / First Year / Academic Year 2024/2025					
Description Preparation Date:					
16/9/2024					
Available Attendance Forms					
Lectures					
Total Study Hours (Total Units): First Semester / First Year / Academic Year 2024/2025					
30 hours/30 units					
Course Co First Semester / First Year / Academic Year 2024/2025ordinator					
Name : Mrs. Hamed Obaid Jassim Homadi					
Email hamed.obaid@uoanbar.edu.iq					
Course Objectives					
Course Objectives		1-Introducing students to human rights and duties towards their society. First Semester / First Year / Academic Year 2024/2025 2-Consolidating the concepts of right, freedom and duties on the individual and society. 3-A statement of the constitutional articles in the Iraqi constitution related to human rights and their explanation to students. 4-Familiarize students with human rights in antiquity, medieval and modern times. 5-Developing the student's cultural awareness regarding human rights. 6-Informing the student about the experiences of nations and the most important international resolutions and charters			
Teaching and Learning Strategies					
Strategies		Teaching and learning strategies and methods adopted in the implementation of the program in general -Lecture and diction strategy -Dialogue and discussion strategies. -Video and audio recordings -Panel discussions -Reports			
Course Structure					
Week	Hours	Unit/Topic Name	Desired	Teaching	Asses

			Learning Outcomes	Method	Assessment Method
The first	2	Rights with their characteristics	Reception and Understanding	Lecture	Written Tests
The second	2	Human rights in ancient civilizations and societies	Reception and Discussion	Discussion and Dialogue	Objective Tests
the third	2	Human rights in the Middle Ages	Reception and Discussion	Brainstorming	Essay Tests
the fourth	2	Human Rights in Islam	Reception and Understanding	Presentation	Written Tests
Fifth	2	Human rights in the modern era	Reception and Discussion	Lecture	Written Tests
The sixth	2	International human rights conventions	Reception and Discussion	Discussion and Dialogue	Objective Tests
The seventh	2	Historical Sequence of Human Rights Legislation	Reception and Understanding	Brainstorming	Essay Tests
The eighth	2	Universal Declaration of Human Rights	Reception and Discussion	Presentation	Written Tests
The ninth	2	Definition of the phenomenon of administrative corruption with mention of its types	Reception and Discussion	Lecture	Written Tests
The tenth	2	The causes of administrative corruption and its repercussions on human rights and successful systematic treatments to combat it and	Reception and Understanding	Discussion and Dialogue	Objective Tests

		protect society from it			
Eleventh	2	Identify democracy, its types and advantages	Reception and Discussion	Brainstorming	Essay Tests
Twelfth	2	The concept of freedom	Reception and Discussion	Presentation	Written Tests
Thirteenth	2	Forms of public freedom	Reception and Understanding	Lecture	Oral and Written Tests
Fourteenth	2	The historical development of democracy and freedoms	Reception and Discussion	Lecture	Oral and Written Tests
Fifteenth	2	Characteristics of a democratic state	Reception and Discussion	Lecture	Exams

Course Evaluation

The score out of 100 is distributed based on the tasks assigned to the student, such as daily preparation, daily oral and written exams, monthly tests, and reports, etc. The effort score out of (40) is distributed as follows:
 20 points for the first monthly exam
 15 points for the second monthly exam
 5 points for tasks, activities, and student participation
 The final exam score is (60)

Learning and Teaching

Required Books:	Maher Sabri Kazim, Human Rights, Democracy and Public Freedoms
Primary References:	Islamic views on the Declaration of Human Rights Human Rights and Democracy Mr. Ali Aboudi Nehmeh
Supporting Books and References (Recommended):	
Scientific journals, reports, electronic references, websites:	

Course Description Curriculum and textbook

Course Name:					
Curricula and Textbooks/1					
Course Code:					
EHS2101					
Semester / Year:					
First Semester / Second Year / Academic Year 2024/2025					
Description Preparation Date:					
16/9/2024					
Available Attendance Forms:					
Lectures					
Number of Credit Hours (Total) / Number of Units (Total)					
45 hours / 45 units					
Course administrator's name (mention all, if more than one name)					
Name: Prof. Dr. Abed Muhammad Ghaidan Al-Dulaimi					
Email: : ed.abd.mohammed@uoanbar.edu.iq					
Course Objectives					
Course Objectives		• That the student understands all types of curricula • The student knows all the elements of the curriculum • The student determines the types of general educational and specific behavioral goals • The student applies the concept of readiness to learn			
Teaching and Learning Strategies					
Strategies		• There are many teaching strategies and methods used in teaching the curriculum to achieve teaching and learning among learners. The types of teaching strategies include brainstorming, diagnostic, therapeutic, inductive method, problem-solving method, and a competition method.			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	3	Recitation and understanding	Types of ancient and modern curriculum	Lecture style	Oral and written tests
The second	3	Presentation and discussion	Factors that contributed to developing the curriculum + foundations for building the curriculum	Style of interrogation method	Oral and written tests
the third	3	Questioning and	Individual	Discussion	Exams

		discussion	differences and their relationship to learning theories	style	
the fourth	3	Presentation and application	The importance of the types of curriculum elements	lecture	Oral and written tests
Fifth	3	Receiving and discussing	Types of curricula and their role in education	lecture	Oral exams
The sixth	3	Receiving and discussing	Curriculum evaluation	Induction and measurement	Oral exams
The seventh	3	Questioning and discussion	The goals of the evaluation and why the evaluation	Problem solving style	Oral exams
The eighth	3	Explanation and description	Evaluation steps for the curriculum	Method of solving problems	Oral exams
The ninth	3	Explanation and application	Developing the curriculum and its concept	Interrogation method	Oral exams
The tenth	3	Receiving and discussing	Reasons for modern development	lecture	Oral exams
eleventh	3	Receiving and discussing	Modern development names	Induction and measurement	Oral exams
Twelfth	3	Receiving and discussing	Curriculum development models	Discussion method	Oral exams
Thirteenth	3	Receiving and discussing	The importance of the textbook	Explanation method	Oral exams
fourteenth	3	Receiving and discussing	Textbook functions	Extrapolation method	Oral exams
Fifteenth	3	Receiving and discussing	The role of the textbook in education and its evaluation		Exams

Course Evaluation

The score out of 100 is distributed based on the tasks assigned to the student, such as

daily preparation, daily oral and written exams, monthly tests, and reports, etc.

The effort score out of (40) is distributed as follows:

20 points for the first monthly exam

15 points for the second monthly exam

5 points for tasks, activities, and student participation

The final exam score is (60)

Learning and Teaching Resources

Required textbooks (curricular books, if any	• Required textbooks (methodology, if any • Main references and sources related to the prescribed curriculum
Main references (source)	
Recommended books and references (scientific journals, reports...)	Lectures in the curriculum and textbooks
Electronic references, websites.	

Course Description Educational Psychology

Course Title:	
Educational Psychology	
Course Code:	
EHS2102	
Semester/Year:	
First Semester / Second Year / Academic Year 2024/2025	
Description Preparation Date:	
16/9/2024	
Attendance Options:	
In-person, Online	
Total Hours / Credits:	
60 hours / 30 hours theory + 30 hours practical / (45) credits over one semester	
Course Coordinator:	
Name: Eng. Zahraa Tariq Battal	
Email: ed.zahra.tareq@uoanbar.edu.iq	
Course Objectives	
Objectives	• Skills development: This science seeks to develop cognitive, social and emotional skills in students. • Building an effective learning environment: Educational psychology works to create a stimulating and encouraging learning environment. • Curriculum development: Educational psychology contributes to developing curricula to suit the needs and abilities of learners. In general, it can be said that the goal of educational psychology is to contribute to the development of the educational process and improve its results, through a deeper understanding of the nature of the learner and the learning process. To clarify further, here are some examples of how educational psychology is applied: • Designing individual educational programs: The principles of educational psychology can be used to design educational programs that meet the needs of each individual student. • Developing interactive teaching methods: These methods can be used to increase student engagement and motivate them to learn. • Providing a supportive learning environment: A safe and encouraging learning environment can be created that helps students feel confident in themselves and achieve success. • Solving learning problems: The principles of educational psychology can be used to identify the causes of learning

		difficulties and provide appropriate solutions. In short, educational psychology is a valuable tool for teachers and educators, as it helps them better understand students and improve their learning experience.			
Teaching and Learning Strategies					
Strategies		Dialogue and discussion strategy. Brainstorming technique. Problem-solving methods. Active learning methods. Cooperative learning techniques.			
Course Structure					
Week	Hours	Learning Outcomes	Topic	Teaching Method	Assessment Method
the first	2 Theory 2 Practical	• Ability to explain the basic concepts and principles of educational psychology such as: learning, motivation, intelligence, personality, growth, development, etc.	Educational Psychology: Definition, Historical Development	Problem-solving	Observation
The second	2 Theory 2 Practical	• Knowledge of the different theories of learning and their applications in designing effective educational programs.	Educational Psychology: Goals, Fields, Topics	Brainstorming	Observation
the third	2 Theory 2 Practical	• Ability to analyze and interpret behavioral phenomena of students in the learning	Educational Goals	Active learning	Portfolio

		environment.			
the fourth	2 Theory 2 Practical	• Ability to design and implement various educational strategies that suit individual differences among students.	Learning and Teaching	Cooperative learning	Practical reports
Fifth	2 Theory	• Ability to evaluate learning and design appropriate measurement tools.	Remembering and Forgetting	Exams	Paper-based
The sixth	2 Theory 2 Practical	• Ability to solve educational problems facing teachers and students.	Memory and Its Types	Discussion	Portfolio
The seventh	2 Theory 2 Practical	• Ability to communicate effectively with students, parents and colleagues.	Transfer of Learning Effect	Brainstorming	Performance-based assessment
The eighth	2 Theory 2 Practical	• Ability to conduct scientific research in the field of educational psychology.	Learning Concepts	Cooperative learning	Peer evaluation
The ninth	2 Theory 2 Practical	• Ability to apply theoretical knowledge to solve real educational problems.	Thinking	Discussion	Peer evaluation

The tenth	2 Theory	• Ability to adapt to modern developments in the field of education.	Motivation	Exams	Paper-based
eleventh	2 Theory 2 Practical	• Understanding the causes of student behavior and interactions in the learning environment.	Feedback	Discussion	Scientific reports
Twelfth	2 Theory 2 Practical	• Designing effective educational programs that suit the needs of students.	Problem Solving	Active learning	Practical reports
Thirteenth	2 Theory 2 Practical	• Improving the teaching and learning process.	Practical Training Programs for Teaching Problem Solving	Active learning	Practical reports
fourteenth	2 Theory 2 Practical	• Solving educational problems facing students and teachers.	Practical Training Programs for Teaching Problem Solving	Discussion	Portfolio
Fifteenth	2 Theory 2 Practical	• Contributing to the development of the educational process.	Educational Evaluation	Active learning	Reports and presentations

Assessment of the Course

The score out of 100 is distributed based on the tasks assigned to the student, such as daily preparation, daily oral and written exams, monthly tests, and reports, etc.

The effort score out of (40) is distributed as follows:

20 points for the first monthly exam

15 points for the second monthly exam

5 points for tasks, activities, and student participation The final exam score is (60)	
Learning Resources	
Prescribed Textbooks (if applicable)	
Recommended Books and References (Scientific Journals, Reports, etc.)	• Educational Psychology Concepts and Principles Abbas Noah Suleiman Al-Moussawi 2019
Electronic References (Websites)	* Light Library Educational Research and Studies Website

Course Description Social psychology

Course Name:					
Social psychology					
Course Code:					
EHS2103					
Semester/ Year:					
First Semester / Second Year / Academic Year 2024/2025					
Description Preparation Date:					
16/9/2024					
Available Attendance Forms:					
Lectures					
Number of Credit Hours (Total) / Number of Units (Total)					
60 hours / 30 hours of theory + 30 hours of practical / (45) units over a semester					
Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Hanan khalid ebrahim					
Email: hanan.khalid@uoanbar.edu.iq					
Course Objectives					
Course Objectives	- To know the concepts of social psychology - To learn about the modern development of social psychology. - The relationship of social psychology with other sciences - Learning performance skills that enable the student to learn the concepts of social psychology and employ them in the labor market and social life - Social skills by opening a group dialogue between students. - Application of the lesson by students. - Self-evaluation processes for students				
Teaching and Learning Strategies					
Strategy	Learning and teaching strategies and methods dependent in implementation of the program in general. - Brainstorming method. - Problem-solving method. - Active learning strategies. - Cooperative learning methods.				
Course Structure					
Week	Hours	Required practical edLearning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	2	Introduction to social psychology, its definition, emergence, historical development and	Introduction to cognitive psychology	Problem-solving	Observation

		importance			
The second	2	Psychology among Muslims	Definition of cognitive psychology	Brainstorming	Observation
the third	2	Methods of studying social behavior	Biological foundations of knowledge	Active learning	Portfolio
the fourth	2	What is social and educational upbringing?	Attention	Cooperative learning	Practical reports
Fifth	2	First month exam	perception	Exams	Paper-based
The sixth	2	Socialization	Remembering and forgetting	Discussion	Portfolio
The seventh	2	Social development from childhood to old age	Forgetting	Brainstorming	Performance-based assessment
The eighth	2	Self and self-concept, the role of family, school, and friends	Data processing	Cooperative learning	Peer evaluation
The ninth	2	Social diseases (pathology), juvenile delinquency, juvenile trends, images of delinquency	First month exam	Discussion	Peer evaluation
The tenth	2	Causes leading to delinquency Prevention of delinquency	Representing information in the cognitive system	Exams	Paper-based
Eleventh	2	Second month exam	Thinking models memory	Discussion	Scientific reports
Twelfth	2	Social symptoms of mental illness: anxiety, frustration	Thinking styles and cognitive styles	Active learning	Practical reports
Thirteenth	2	Anxiety and frustration	Learning methods and problem solving, language and	Active learning	Practical reports

			thought		
Fourteenth	2	Psychological and social trends: Definition of trends and methods of measuring them	Second month exam	Discussion	Portfolio
Fifteenth	2	Propaganda and the media, the concept of propaganda, its methods and laws, and its impact on behavior	beyond knowledge	Active learning	Reports and presentations

Course Evaluation

The score out of 100 is distributed based on the tasks assigned to the student, such as daily preparation, daily oral and written exams, monthly tests, and reports, etc.

The effort score out of (40) is distributed as follows:

20 points for the first monthly exam

15 points for the second monthly exam

5 points for tasks, activities, and student participation

The final exam score is (60)

Learning and Teaching Resources : Required textbooks (curricular books, if any)

Required textbooks (curricular books, if any)	• Social Psychology book written by Ar Ahmed Yacoub / University of Baghdad 1989
Main references (source)	• Social Psychology book written by Ar Ahmed Yacoub / University of Baghdad 1989
Recommended books and references (scientific journals, reports...)	
Electronic references, websites.	• Dar Al Manzumah website • - Shamaa website for educational research and studies.

Course Description Descriptive Statistics /1

Course Name:					
Descriptive Statistics /1					
Course Code:					
EHS2104					
Semester / Year:					
First Semester / Second Year / Academic Year 2024/2025					
Description Preparation Date:					
16/9/2024					
Available Attendance Forms:					
In-person, online					
Number of Credit Hours (Total) / Number of Units (Total)					
45 of theory / (45) units over a semester					
Course administrator's name (mention all, if more than one name)					
Name: Dr. Elaf Hamid Mousa					
Email: ed.elaf.hamid@uoanbar.edu.iq					
Course Objectives					
Course Objectives		• Understanding the concept of statistics, its importance, purpose of use, and types. • Identifying samples, their types, and variables and their types. • Exploring measures of central tendency and when a distribution is normal or skewed. • Knowing measures of dispersion and determining the best measure to describe data, whether grouped or ungrouped. • Understanding relationship measures and grasping the meaning of the values relied upon by the correlation coefficient and its interpretation.			
Teaching and Learning Strategies					
Strategy		• Discussion method. • Statistical problem-solving method. • Active learning strategies (inquiry). • Cooperative learning strategies. Cooperative learning methods.			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	2 theoretical 2 practical	Acquiring concepts of educational	A general introduction to educational and	Problem-solving	Observation

		statistics	psychological statistics		
The second	2 theoretical 2 practical	Understanding measures of central tendency	Variables – their types – classification, levels of measurement	Brainstorming	Observation
the third	2 theoretical 2 practical	Knowing measures of dispersion and methods of extraction	Frequency distributions: pie charts, frequency polygons, histograms	Active learning	Portfolio
the fourth	2 theoretical 2 practical	Gaining skills in extracting simple correlation coefficients	Measures of central tendency: mean	Cooperative learning	Practical reports
Fifth	2 theoretical 2 practical	Familiarizing with correlation coefficients (partial – multiple) /	Median, mode	Exams	Paper-based
The sixth	2 theoretical 2 practical	Understanding inferential statistics and types of statistical tests	Measures of dispersion: range, mean deviation	Discussion	Portfolio
The seventh	2 theoretical 2 practical	Knowing methods to test correlation coefficients	Variance, standard deviation	Brainstorming	Performance-based assessment
The eighth	2 theoretical 2 practical	Knowing types of t-tests and methods of extracting them	Measures of relationship and correlation	Cooperative learning	Peer evaluation
The ninth	2 theoretical 2 practical	Recognizing analysis of variance (ANOVA) tests, their conditions, extraction steps, types, and post hoc tests /	Pearson correlation coefficient	Discussion	Peer evaluation

The tenth	2 theoretical 2 practical	Identifying post hoc tests and their types /	Spearman correlation coefficient	Exams	Paper-based
eleven th	2 theoretical 2 practical	Learning about non-parametric tests, their types, and conditions for use	Phi correlation coefficient	Discussion	Scientific reports
Twelfth	2 theoretical 2 practical	Understanding the Mann-Whitney test, its extraction method, and conditions for use	Kendall correlation coefficient	Active learning	Practical reports
Thirteenth	2 theoretical 2 practical	Getting to know the Wilcoxon test, its conditions for use, and types	Interpreting correlation coefficient values	Active learning	Practical reports
fourteenth	2 theoretical 2 practical	Learning about Kruskal's test, its conditions, and extraction steps	Hypothesis testing concerning correlation coefficients	Discussion	Portfolio
Fifteenth	2 theoretical 2 practical	Post hoc test	Interpretation tables, coefficient of determination, and alienation coefficient	Active learning	Reports and presentations
The second	2 theoretical 2 practical	Acquiring concepts of educational statistics / s	A general introduction to educational and psychological statistic	Inquiry and research	Scientific reports

Course Evaluation

The score out of 100 is distributed based on the tasks assigned to the student, such as daily preparation, daily oral and written exams, monthly tests, and reports, etc.

The effort score out of (40) is distributed as follows:

20 points for the first monthly exam

15 points for the second monthly exam

5 points for tasks, activities, and student participation

The final exam score is (60)

Learning and Teaching Resources	
Required textbooks (curricular books any)	• Personality Psychology and Its Theor Abdul Karim Obaid
Main references (source)	• Statistical Methods for Researchers in Education and Human Sciences, Dr. Awda and Al-Khalili. • Descriptive and Inferential Statistics in Education and Psychology, Dr. Zakaria Athenasius and Abdul Jabbar Tawfiq. • Descriptive and Inferential Statistics Writing Educational and Psychologi Research, Dr. Yassin Hamid Ayyal.
Recommended books and references (scientific journals, reports...)	• Data analysis in educational a psychological research, Dr. Salah El-I Allam.
Electronic references, websites.	

Course Description Developmental Psychology – Childhood

Course Title:	
Developmental Psychology/1 (Childhood)	
Course Code:	
EHS2105	
Semester/Year:	
First Semester / Second Year / Academic Year 2024-2025	
Date of Description Preparation:	
16/9/2024	
Attendance Options:	
In-person, Online	
Total Hours / Credits:	
60 hours / 30 hours theory + 30 hours practical / (45) credits over one semester	
Course Coordinator:	
Name: Assistant Lecturer Taysir Omar Hi	
Email: taeser.hnde@uoanbar.edu.iq	
Course Objectives	
Objectives	- To introduce students to the nature and objectives of developmental psychology. - To provide students with the philosophical foundations of developmental psychology and familiarize them with the principles of child development as proposed by Rubin. - To inform students of the importance of both heredity and the environment in human development, as well as the impact on children if one aspect is neglected. Students will also be made aware of the dangers of comparing one child to another. - To equip students with a range of methods and tools that psychologists use to study developmental phenomena in detail. - To explore developmental issues during childhood and methods of addressing them. - To study the role of the family in education and development, as discussed in Mohammed Al-Sadr's book The Family in Islam. - To guide students through various developmental issues and methods of monitoring and resolving them. - To develop the necessary skills for working with children and meeting their needs.
Teaching and Learning Strategies	
Strategies	Dialogue and discussion strategy. Brainstorming technique. Problem-solving methods. Active learning methods.

		Cooperative learning techniques.			
Course Structure					
Week	Hours	Learning Outcomes	Topic	Teaching Method	Assessment Method
the first	2 theoretical 2 practical	Understand concepts of human development	Developmental psychology, its importance, meaning of growth	Problem-solving	Observation
The second	2 theoretical 2 practical	Learn the general principles of child development	Laws and general principles of development	Brainstorming	Observation
the third	2 theoretical 2 practical	Understand the importance of heredity and the environment in child development	Factors influencing development: genetic and environmental factors	Active learning	Portfolio
the fourth	2 theoretical 2 practical	Learn how to study developmental phenomena in children	Research methods in psychology: longitudinal, cross-sectional, case study, experimental	Cooperative learning	Practical reports
Fifth	2 theoretical 2 practical	Evaluation process	First mid-term exam	Exams	Paper-based
The sixth	2 theoretical 2 practical	Learn about changes in child development and how to handle them	Childhood: definition, importance, linguistic, emotional, and moral development	Discussion	Portfolio
The seventh	2 theoretical 2 practical	Learn about Islam’s focus on family and family management	First discussion: Family, Second discussion: Competence	Brainstorming	Performance-based assessment

The eighth	2 theoretical 2 practical	Understand gender relations as prescribed by Islam, with specified exceptions	Third discussion: Social relationships in three levels	Cooperative learning	Peer evaluation
The ninth	2 theoretical 2 practical	Understand the importance of relationships between social institutions and the child	Role of social institutions in child development	Discussion	Peer evaluation
The tenth	2 theoretical 2 practical	Evaluation process	Second mid-term exam	Exams	Paper-based
Eleventh	2 theoretical 2 practical	Understand the role of social institutions in raising children	Role of social institutions in socialization	Discussion	Scientific reports
Twelfth	2 theoretical 2 practical	Learn about the role of social institutions regarding family and school	Role of social institutions in socialization: family, school	Active learning	Practical reports
Thirteenth	2 theoretical 2 practical	Understand the influence of peer groups on children	Role of social institutions in socialization: peers	Active learning	Practical reports
Fourteenth	2 theoretical 2 practical	Learn about the impact of the media on children	Role of social institutions in socialization: media	Discussion	Portfolio
Fifteenth	2 theoretical 2 practical	Conduct a final evaluation of the students	Review of theoretical and practical materials	Active learning	Reports and presentations

The second

2 theoretical
2 practical

The score out of 100 is distributed based on the tasks assigned to the student, such as daily preparation, daily oral and written exams, monthly tests, and reports, etc. The effort score out of (40) is distributed as follows:

20 points for the first monthly exam
 15 points for the second monthly exam
 5 points for tasks, activities, and student participation
 The final exam score is (60)

Learning Resources

Prescribed Textbooks (if applicable)	• Child and Adolescent Psychology, Alousi, Jamal Hussein (1983) • Introduction to Developmental Psychology, Alwan, Fadia (2003) • Foundations of Child and Adolescent Psychology, Mussen, Paul et al. (1986)
Recommended Books and References (Scientific Journals, Reports, etc.)	• Development: Childhood and Adolescence, Laura Berk (1996) • Psychosocial Development Across the Life Span, Erik Erikson (1950)
Electronic References (Websites)	• Dar Al Manduma Website • Shamaa Educational Research and Studies Website

Course Description Headway intermediate

Course Name:					
Educational Texts in English					
Course Code:					
UNV02					
Semester / Year:					
First Semester / Second Year / Academic Year 2024-2025					
Date of Description Preparation:					
16/9/2024					
Available Attendance Forms:					
Lectures					
Number of Credit Hours (Total) / Number of Units (Total)					
30 hours/30 credits					
Course administrator's name (mention all, if more than one name)					
Name: Asst. Instructor. Mothana Najeeb Hameed					
Email: : muthana.najeeb@uoanbar.edu.iq					
Course Objectives					
Course Objectives		1. Learn the four skills (reading, writing, listening and speaking) 2. Learn the basic rules of the English language 3. Know the phonetic symbols 4. The ability to understand literary texts and comprehension			
Teaching and Learning Strategies					
Strategy		Teaching and learning strategies and methods adopted in implementing the program in general: - Mental map strategy - Discussion strategy - Reasoning strategy - Cooperative learning strategy			
1. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The first	2	Receptivity and understanding	Getting to know you	The lecture	Oral and written tests
The second	2	Receive and discuss	The way we live	The lecture	Oral and written tests
The third	2	Receive and discuss	It all went wrong	The lecture	Exams
The fourth	2	Receive and discuss	Let's go shopping	The lecture	Real-time tests
The Fifth	2	Receive and discuss	What do you want to do?	The lecture	the exams
The sixth	2	Receive and discuss	Tell me1 What's	The lecture	daily exams

			it like?		
The seven	2	Receive and discuss	Fame	The lecture	Oral and written tests
The eight	2	Receive and discuss	Do's and don'ts	The lecture	Oral and written exams
The ninth	2	Receive and discuss	Going places	The lecture	Exams
The tenth	2	Receive and discuss	Scared to death	The lecture	the exams
Eleventh	2	Receive and discuss	Things that changed the world	The lecture	the exams
Twelfth	2	Receive and discuss	Dreams and reality	The lecture	Exams
Thirteenth	2	Receive and discuss	Earning a living	The lecture	Oral and written tests
Fourteenth	2	Receive and discuss	Family ties	The lecture	Oral and written tests
Fifteenth	2	Receive and discuss	Exam	The lecture	Exams

Course Evaluation

The score out of 100 is distributed based on the tasks assigned to the student, such as daily preparation, daily oral and written exams, monthly tests, and reports, etc.

The effort score out of (40) is distributed as follows:

20 points for the first monthly exam

15 points for the second monthly exam

5 points for tasks, activities, and student participation

The final exam score is (60)

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Soars, L. (2009). " Headway Pre-intermediate
Main references (source)	Soars, L. (2009). " Headway Pre-intermediate
Recommended books and references (scientific journals, reports...)	Lectures on Grammar
Electronic references, websites.	

Course Description Computer Science2

Course Name:					
Computer Science2					
Course Code:					
UNV03					
Semester / Year:					
First Semester / Second Year / Academic Year 2024-2025					
Date of Description Preparation:					
16/9/2024					
Available Attendance Forms:					
Lectures					
Number of Credit Hours (Total) / Number of Units (Total)					
45 hours/45 credits					
Course administrator's name (mention all, if more than one name)					
Name: lecturer. Othman Ibraheem Hammadi					
Email: : ed.osman.ibrahim@uoanbar.edu.iq					
Course Objectives					
Course Objectives		1- Developing learners to adapt to the rapid changes in special technologies in the field of information that characterize the era. 2- Developing learners' ability to think scientifically through problem-solving using computers. 3- Providing learners with self-learning skills and research and investigation skills through the use of various computer software applications.			
Teaching and Learning Strategies					
Strategy		Teaching and learning strategies and methods adopted implementing the program in general: - Mental map strategy - Discussion strategy - Reasoning strategy - Cooperative learning strategy			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learnin g method	Evaluati on method
first	3	Receptivity and understanding	Getting to know the Word application	Exam lectures + activity	Exam + activity
second	3	Receive and discuss	Word application interface	Exam lectures +	Exam + activity

				activity	
third	3	Receive and discuss	Primary tab	Exam lectures + activity	Exam + activity
fourth	3	Receive and discuss	File tab	Exam lectures + activity	Exam + activity
Fifth	3	Receive and discuss	Add + Test tab	Lectures + practical application exam + activity	Exam + activity
Sixth	3	Receive and discuss	Drawing tab	Lectures + practical application exam + activity	Exam + activity
Seventh	3	Receive and discuss	Design tab	Lectures + practical application exam + activity	Exam + activity
Eighth	3	Receive and discuss	Planning tab	Lectures + practical application exam + activity	Exam + activity
ninth	3	Receive and discuss	Edit tab	Lectures + practical application exam + activity	Exam + activity
tenth	3	Receive and discuss	Review + Test tab	Lectures + practical application exam + activity	Exam + activity
eleventh	3	Receive and discuss	Keyboard shortcuts	Lectures + practical application exam + activity	Exam + activity
twelfths	3	Receive and	PowerPoint	Lectures +	Exam +

		discuss	application	practical application exam + activity	activity
Thirteenth	3	Receive and discuss	PowerPoint application tools	Lectures + practical application exam + activity	Exam + activity
fourteenth	3	Receive and discuss	Working with slide properties	Lectures + practical application exam + activity	Exam + activity
Fifteenth	3	Receive and discuss	review	Lectures + practical application exam + activity	Exam + activity

Course Evaluation

The score out of 100 is distributed based on the tasks assigned to the student, such as daily preparation, daily oral and written exams, monthly tests, and reports, etc. The effort score out of (40) is distributed as follows:
 20 points for the first monthly exam
 15 points for the second monthly exam
 5 points for tasks, activities, and student participation
 The final exam score is (60)

Learning and Teaching Resources

Required textbooks (curriculum books, if any)	
Main references (source)	1- Computer basics and its software applications
Recommended books and references (scientific journals, reports...)	Practical application of word in the computer laboratory
Electronic references, websites.	

Course Description The crimes of the Baath regime

Course Name:					
Crimes of the Ba'ath Regime in Iraq					
Course Code:					
UNV05					
Semester / Year:					
First Semester / Second Year / Academic Year 2024-2025					
Date of Description Preparation:					
16/9/2024					
Available Attendance Forms:					
Lectures.					
Number of Credit Hours (Total) / Number of Units (Total)					
30 hours/ (2) hours per week/ (30) units during a semester .					
Course administrator's name (mention all, if more than one name)					
Name: M.M. Noor Wadah Satea					
Email: noorwadah0@uoanbar.edu.iq					
Course Objectives					
Course Objectives		1- 1. Introducing students to the crimes of the Baath Party in Iraq. 2. Providing students with the serious human rights violations committed by the Baath Party in Iraq. 3. A detailed explanation of the crimes committed by the Baath Party in Iraq. 4. Explaining the truth about the Baath Party, which committed the most heinous crimes against the Iraqi people.			
Teaching and Learning Strategies					
Strategy		- Teaching and learning strategies and methods adopted implementing the program in general, including: - Dialogue and discussion strategy. - Directed exploration strategy. - Strategy for showing documentary and illustrative films. - Brainstorming strategy.			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	2 theory	Knowledge and understanding of the	The concept of crimes and their types.	Lecture	Written tests.

		academic material.			
The second	2 theory	Acquiring and comprehending relevant concepts.	Types of international crimes Decisions issued by the Supreme Criminal Court.	Dialogue and discussion.	Objective tests.
the third	2 theory	Knowledge and understanding of the academic material.	Psychological crimes Mechanisms of psychological crimes and their types.	Brainstorming	Essay tests.
the fourth	2 theory	Knowledge and understanding of the academic material.	Social crimes The Baathist regime's position on religion.	Demo.	Written tests.
Fifth	2 theory	Knowledge and understanding of the academic material.	Culture, media, and the militarization of society.	View documents.	Objective tests.
The sixth	2 theory	Acquiring and comprehending relevant concepts.	Pictures of human rights violations and crimes of power.	Lecture	Essay tests.
The seventh	2 theory	Knowledge and understanding of the academic material.	Violations of Iraqi laws and their types.	Dialogue and discussion.	Written tests.
The eighth	2 theory	Review the material to ensure that objectives are achieved.	First month exam	Monitoring.	Achievement tests.
The ninth	2 theory	Knowledge and	Environmental crimes of the Baath	Lecture.	Written tests.

		understandin g of the academic material.	regime in Iraq Military and radioactive contamination and mine explosions.		
The tenth	2 theory	Acquiring and comprehend ing relevant concepts.	Drying the marshes.	Demo.	Objective tests.
elevent h	2 theory	Knowledge and understandin g of the academic material.	Mass grave crimes Chronological classification of genocide graves.	Lecture	Essay tests.
Twelfth	2 theory	Acquiring and comprehend ing relevant concepts.	Cemetery of the 1983 Kurdish Genocide Anfal massacre 1988 Victims of the Shaabani uprising of 1991.	Brainstormin g	Written tests.
Thirtee nth	2 theory	Knowledge and understandin g of the academic material.	Prison and detention places of the Baath regime.	Demo.	Objective tests.
Fourtee nth	2 theory	Review the material to ensure that objectives are achieved.	Second month exam.	Monitoring	Achieveme nt tests.
Fifteent h	2 theory	Review the material to ensure that objectives are achieved.	A comprehensive review of the course.	Monitoring.	Achieveme nt tests.

Course Evaluation

The score out of 100 is distributed based on the tasks assigned to the student, such as daily preparation, daily oral and written exams, monthly tests, and reports, etc.
The effort score out of (40) is distributed as follows:

20 points for the first monthly exam 15 points for the second monthly exam 5 points for tasks, activities, and student participation The final exam score is (60)	
Learning and Teaching Resources	
Required textbooks (curricular books any)	Crimes of the Baath regime in Iraq methodological book written by a specialized committee from the Ministry of Higher Education and Scientific Research
Main references (source)	• The cognitive foundation for studying the crimes of the Baath Party in Iraq, written by Dr. Qais Nasser and Professor Abdul Hadi Maatouq.
Recommended books and references (scientific journals, reports...)	• Cultural Center for Documenting Extremist Crimes. • Journal of Comparative Law.
Electronic references, websites.	• mailto:media@alshuhadaa.gov.iq • https://t.me/legal2Messages2Iraq • https://t.me/qanonchi

Course Description Psychological counseling and educational guidance

Course Name					
Psychological counseling and educational guidance					
Course Code:					
EHS3101					
Semester/Year:					
First Semester / Third Year / Academic Year 2024-2025					
Date of Description Preparation:					
16/9/2024					
Available Attendance Forms					
Lectures					
Total Study Hours (Total Units):					
45 hours / 45 units					
Course Coordinator					
Name : Dr. Aseel Sabbar Mohammed Email: assel.sabbar@uoanbar.edu.iq					
Course Objectives					
Course Objectives		1-Introducing students to the concepts of educational guidance and guidance. 2-Introducing students to the justifications and characteristics of guidance. 3-Statement of the foundations and principles of guidance. 4-Explain and clarify the theories of guidance.			
Teaching and Learning Strategies					
Strategies		The teaching and learning strategies employed in the program generally include: - Discussion and dialogue strategy. - Brainstorming strategy. - Questioning strategy. - Exploration strategy.			
Course Structure					
Week	Hours	Desired Learning Outcomes	Unit/Topic Name	Teaching Method	Assessment Method
the first	3	Reception and Understanding	The concept of counseling	Lecture	Written Tests
The second	3	Reception and Discussion	Justifications and objectives of counseling	Discussion and Dialogue	Objective Tests
the third	3	Reception and Discussion	Principles on which the guidance is based	Brainstorming	Essay Tests
the	3	Reception and	The relationship	Presentat	Written

fourth		Understanding	of counseling with other sciences	ion	Tests
Fifth	3	Reception and Discussion	Areas of Counseling	Lecture	Written Tests
The sixth	3	Reception and Discussion	Parental rights	Discussion and Dialogue	Objective Tests
The seventh	3	Reception and Understanding	Educational Guidance	Brainstorming	Essay Tests
The eighth	3	Reception and Discussion	Career Guidance	Presentation	Written Tests
The ninth	3	Reception and Discussion	Guiding Methods	Lecture	Written Tests
The tenth	3	Reception and Understanding	Foundations of Guidance	Discussion and Dialogue	Objective Tests
eleventh	3	Reception and Discussion	Counseling theories	Brainstorming	Essay Tests
Twelfth	3	Reception and Discussion	Psychoanalytic theory	Presentation	Written Tests
Thirteenth	3	Reception and Understanding	Behavioral theory	Lecture	Oral and Written Tests
Fourteenth	3	Reception and Discussion	Humanistic theory	Lecture	Oral and Written Tests
Fifteenth	3	Reception and Discussion	Comprehensive review of the course	Lecture	Exams

Course Evaluation

The score out of 100 is distributed based on the tasks assigned to the student, such as daily preparation, daily oral and written exams, monthly tests, and reports, etc. The effort score out of (40) is distributed as follows:
 20 points for the first monthly exam
 15 points for the second monthly exam
 5 points for tasks, activities, and student participation
 The final exam score is (60)

Learning and Teaching Resources

Required Books:

- Principles of Psychological and Educational Counseling, Dr. Saleh Hassan Ahmed Al-Daheri, Dar Al-Kindi, Jordan, 2000

	•Mental Health Counseling, Dr. Sahib Abed Marzouk, Hassan Ali Al-Sayed, 2010
Primary References:	•Psychological guidance and counseling. Zahran, Hamid Abdel Salam, 1982 •Theories of Counseling and Psychotherapy, Patterson., 21st Edition, 1981 •Mental Health Counseling, Fahim Hussein Al-Tarihi, and Hussein Rabie Hammadi. •The Family in Islam, Sayyid Muhammad al-Sadr, Dar Al-Basaer Library, Beirut, 2010
Supporting Books and References (Recommended):	
Scientific journals, reports, electronic references, websites:	

Course Description Personality Psychology /1

Course Name:					
Personality Psychology /1					
Course Code:					
EHS3102					
Semester / Year:					
First Semester / Third Year / Academic Year 2024-2025					
Date of Description Preparation:					
16/9/2024					
Available Attendance Forms:					
In-person, online					
Number of Credit Hours (Total) / Number of Units (Total)					
45 of theory / (45) units over a semester					
Course administrator's name (mention all, if more than one name)					
Name: Ass. Pro. Abdulkarim Obaid Jumaa (Ph.D)					
Email: ed.abdulkarim.obeid@uoanbar.edu.iq					
Course Objectives					
Course Objectives		• 1- To know the concepts of personality science. • 2- To learn about the modern development of personality psychology. • 3- To understand how heredity affects personality. • 4- To understand how the environment affects personality. • 5- To learn about methods of measuring personality.committing to the ethics of education.			
Teaching and Learning Strategies					
Strategy		Learning and teaching strategies and methods dependent in implementation of the program in general. • Brainstorming method. • Problem-solving method. • Active learning strategies. • Cooperative learning methods			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	3 theory	Receiving and Understanding	The concept of personality in psychological heritage	Lecture	Observation
The	3	Receiving	Personality	Lecture	Observation

second	theory	and Discussion	determinants		n
the third	3 theory	Receiving and Discussion	Personality dynamics	Lecture	Achievement file
the fourth	3 theory	Receiving and Discussion	Dimensions of personality construction	Lecture	Practical reports
Fifth	3 theory	Receiving and Discussion	Dimensions of personality growth	Lecture	Practical reports
The sixth	3 theory	Receiving and Discussion	Personality growth theories	Lecture	Achievement file
The seventh	3 theory	Receiving and Discussion	Personality assessment	Lecture	Performance-based alternative assessment
The eighth	3 theory	Receiving and Discussion	Theoretical foundations for personality assessment	Lecture	Peer assessment
The ninth	3 theory	Receiving and Discussion	Personality assessment methods	Lecture	Peer assessment
The tenth	3 theory	Receiving and Discussion	Psychological measurement	Lecture	Achievement file
Eleventh	3 theory	Receiving and Discussion	Educational measurement	Lecture	Peer assessment
Twelfth	3 theory	Receiving and Discussion	Personality measurement tools	Lecture	Performance-based alternative assessment
Thirteenth	3 theory	Receiving and Discussion	Psychological tools	Lecture	Practical reports
Fourteenth	3 theory	Receiving and Discussion	Educational tools	Lecture	Achievement file
Fifteenth	3 theory	Receiving and	Clinical tools	Lecture	Achievement file

		Understanding			
Course Evaluation					
The distribution of the grade out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports, etc. The distribution of the grade out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports, etc. The final grade is (100), distributed as follows: 1. Daily preparation and writing a report (5) 2. First afternoon exam (20) 3. Second month exam (15) 4. Final exam (60)					
Learning and Teaching Resources					
Required textbooks (curricular books any)			• Personality Psychology and Its Theories Abdul Karim Obaid		
Main references (source)			• Practical education and its applications in - Personality Psychology: Aziz Hanna and Nazem Hashim Al-Abidi • Personality: Theory, Evaluation, Research Methods: Naima Al-Shamaa • Personality Theories: Duane Schultz translated by Al-Karbouli and Al-Qaisi.		
Recommended books and references (scientific journals, reports...)			• Lectures in Personality Psychology.		
Electronic references, websites.			• Dar Al Manzumah website • Shamaa website for educational research and studies.		

Course Description physiological psychology

Course Name:					
physiological psychology					
Course Code:					
EHS3103					
Semester / Year:					
First Semester / Third Year / Academic Year 2024-2025					
Date of Description Preparation:					
16/9/2024					
Available Attendance Forms:					
In-person, online					
Number of Credit Hours (Total) / Number of Units (Total)					
60 hours / 30 hours of theory + 30 hours of practical / (45) units over a semester					
Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Ammar Awad Farhan Al-Obaidi (Ph.D)					
Email: : ed.ammar. awad@uoanbar.edu.iq					
Course Objectives					
Course Objectives	- Introducing students to the objectives and topics of physiological psychology. - Watching educational films that explain the work of the human nervous system - Introducing students to the parts of the nervous system and their functions - Learning about the work of hormones and their effect on behavior - Introducing students to the physiological mechanism of sleep and how the brain works during sleep - Explaining the importance of motives in human behavior and their physiological mechanism in work.				
Teaching and Learning Strategies					
Strategy	- Teaching and learning strategies and methods adopted in implementing the program in general - Dialogue and discussion strategy. - Presentations, cooperative sessions, active learning methods. - Cooperative learning methods..				
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	3 Theory	Learn about the nature of physiological psychology and	Definition of physiological psychology and its main topics	Discussion, dialogue, presentations ,	Written oral examinations, note

		its main topics		collaborative sessions, and working papers	card
The second	3 Theory	Learn about the nature of the nerve cell and its characteristics	The nerve cell and its characteristics	Discussion, dialogue, presentations, collaborative sessions, and working papers	Written oral examinations, note card
the third	3 Theory	A detailed explanation of the work of the nerve cell and its types	Types of nerve cells	Discussion, dialogue, presentations, collaborative sessions, and working papers	Written oral examinations, note card
the fourth	3 Theory	Learn about the nature of the work of the nerve connection	The nerve junction (synapse)	Discussion, dialogue, presentations, collaborative sessions, and working papers	Written oral examinations, note card
Fifth	3 Theory	Learn about the peripheral nervous system	The peripheral nervous system	Discussion, dialogue, presentations, collaborative sessions, and working papers	Written oral examinations, note card
The sixth	3 Theory	Learn about the nature of the nerves, their classification and how they work	Nerves and their classification	Discussion, dialogue, presentations, collaborative sessions, and working papers	Written oral examinations, note card

The seventh	3 Theory	Explaining the somatic and autonomic nervous system and the difference between them in function and mechanism of work	The somatic and autonomic nervous system	Discussion, dialogue, presentations, collaborative sessions, and working papers	Written oral examinations, note card
The eighth	3 Theory	Learn about the nature of the central nervous system, its function and mechanism of work	The central nervous system	Discussion, dialogue, presentations, collaborative sessions, and working papers	Written oral examinations, note card
The ninth	3 Theory	Explaining the work of the spinal cord and its function and the processes it controls.	The spinal cord and reflex action	Discussion, dialogue, presentations, collaborative sessions, and working papers	Written oral examinations, note card
The tenth	3 Theory	A detailed explanation of the brain sections and the function of each	The main parts of the brain and planning domain, teaching domain, assessment domain	Discussion, dialogue, presentations, collaborative sessions, and working papers	Written oral examinations, note card
eleventh	3 Theory	Explaining the nerve flash and its mechanism of work and the effect of neurotransmitters on human mood and behavior	The nerve flash and neurotransmitters and its types	Discussion, dialogue, presentations, collaborative sessions, and working papers	Written oral examinations, note card
Twelfth	3	Learn about	Epilepsy and its	Discussion,	Written

	Theory	epilepsy in terms of its symptoms, methods of diagnosis and treatment	types	dialogue, presentations, collaborative sessions, and working papers	oral examinations, note card
Thirteenth	3 Theory	A detailed explanation of the endocrine glands and the function of the glandular system and the types of glands and their functions and their effect on behavior and growth	Endocrine glands	Discussion, dialogue, presentations, collaborative sessions, and working papers	Written oral examinations, note card
fourteenth	3 Theory	Learn about sleep and its types and the nature and function of dreams	Physiological foundations of sleep	Discussion, dialogue, presentations, collaborative sessions, and working papers	Written oral examinations, note card
Fifteenth	3 Theory	Learn about motives and their types and their mechanism of work physiologically	Physiological foundations of motivation	Discussion, dialogue, presentations, collaborative sessions, and working papers	Written oral examinations, note card

Course Evaluation

The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc.

The final grade is (100), distributed as follows:

1. First monthly exam 15
2. Second monthly exam 15
3. Writing a final report Homework of (10)
4. Final written exam (60)

Learning and Teaching Resources	
Required textbooks (curricular books, if any)	• Non
Main references (source)	• Physiological Psychology Basic Principles - Written by Khalil Ibrahim Al-Bayati • Physiological Psychology Written Abbas Mahmoud Awad 2013.
Recommended books and references (scientific journals, reports...)	• Physiological Psychology. Author: Ismael Al-Faqih Publisher: Al-Rashd Library Edition: Second: 2015ng.
Electronic references, websites.	• Dar Al Manzumah website • Mustafa Library • Shamaa website for educational research and studies.

Course Description Experimental psychology

Course Name:					
Experimental psychology					
Course Code:					
EHS3104					
Semester / Year:					
First Semester / Third Year / Academic Year 2024-2025					
Date of Description Preparation:					
16/9/2024					
Available Attendance Forms:					
In-person, online					
Number of Credit Hours (Total) / Number of Units (Total)					
60 hours / 30 hours of theory + 30 hours of practical / (45) units over a semester					
Course administrator's name (mention all, if more than one name)					
Name: D. Salam Sabbar Malik					
Email: : ssmalak@uoanbar.edu.iq					
Course Objectives					
Course Objectives	• Introducing students to experimental psychology. • • Students distinguish the experimental method from other research methods. • • Students know when to use the experimental method. • • Students understand experimental design and when to use it. • • Students classify types of experimental designs. • • Students know the advantages of each classification and how it works. • • Students learn about the experimental design methodology and its stages. • • Students conduct experimental research. • • Students interpret the research results in light of what they learned in the theoretical study. • • Students understand the connection between the result and theories and interpret them in light of it.				
Teaching and Learning Strategies					
Strategy	Learning and teaching strategies and methods dependent in implementation of the program in general. • Brainstorming method. • Problem-solving method. • Active learning strategies. • Cooperative learning methods.				
Course Structure					
Week	Hours	Required	Unit or subject name	Learning	Evaluation

		Learning Outcomes		method	method
the first	2 Theory 2 Practica 1	Acquiring the concepts of experimental psychology	Development of the experimental study of behavior	Dialogue and discussion strategy.	Note
The second	2 Theory 2 Practica 1	The student applies an experimental research with two experimental groups	Experimental research, experimental and non-experimental designs	Cooperative learning methods	Note
the third	2 Theory 2 Practica 1	The student learns about the problem of the experimental research steps	Steps of experimental research (selecting the problem, research hypotheses, types of research hypotheses, experimental plan)	Active learning	Daily Exam
the fourth	2 Theory 2 Practica 1	The student distinguishes the variables of experimental research and methods of controlling them	Meaning of variables, types of variables, controlling variables, goals of controlling variables	Collaborative Learning	Practical
Fifth	2 Theory 2 Practica 1	Acquiring the skill of experimental design and learning how to control the internal integrity of the experimental design	Experimental Safety Experimental and Concomitant Events	Problem Solving	Reports
The sixth	2 Theory 2	Acquiring planning skills and	External Safety of Experimental Design (Test Biases, Pretest	Problem Solving	Written articles

	Practical 1	learning how to create lesson plans	Experimental Procedures, Assumptions of Subjects		
The seventh	2 Theory 2 Practical	Gaining the ability to formulate and analyze objectives	First Month Test	Test	Monthly evaluation
The eighth	2 Theory 2 Practical	Staying updated with modern knowledge in communication and interaction	Controlled experimental design (interview - pairing - with random distribution)	Cooperative Learning	Self-evaluation
The ninth	2 Theory 2 Practical	Acquiring field application skills	Randomized control group design with cardiac and post-test, four-group random selection design	Active Learning Methods	Peer Assessment
The tenth	2 Theory 2 Practical	Grasping the fundamentals of teaching competencies and their areas	Randomized control group design with post-test only	Brainstorming	Testing
eleventh	2 Theory 2 Practical	Gaining essential teaching skills	Factorial designs	Active Learning	Peer Assessment
Twelfth	2 Theory 2 Practical	Gaining essential teaching skills	Different designs	Cooperative Learning	Performance-Based Alternative Assessment
Thirteenth	2 Theory 2 Practical	Applying educational technology in the observation lesson	Non-randomized control group design with pretest and posttest	Active Learning	Process Reports

fourteenth	2 Theory 2 Practical	Acquiring classroom management skills	Assigning students to an experimental research starting from formulating the title to analyzing the results	Homework	Written articles
Fifteenth	2 Theory 2 Practical	Acquiring field application skills	Second month test	Test	Monthly rating

Course Evaluation

The score out of 100 is distributed based on the tasks assigned to the student, such as daily preparation, daily oral and written exams, monthly tests, and reports, etc.

The effort score out of (40) is distributed as follows:

20 points for the first monthly exam

15 points for the second monthly exam

5 points for tasks, activities, and student participation

The final exam score is (60)

Learning and Teaching Resources

Required textbooks (curricular books any)	•Non
Main references (source)	•Experimental Psychology book by author Muhammad Khairy Mahmoud Muhammad Al-Zayat. •Experimental Psychology book by authors Dr. Muhammad Naguib and Dr. Abdul Fattah Al-Qurashi •Reference book in Experimental Psychology by author Muhammad Shahata Rabie
Recommended books and references (scientific journals, reports...)	•Experimental Psychology Lectures by Dr. Magda Halil Al-Ali and Experimental Psychology Lectures by Dr. Muhammad Abu Al-Saud.
Electronic references, websites.	•Science Path Library

Course Description Educational techniques and educational technology/1

Course Name:					
Educational techniques and educational technology/1					
Course Code:					
EDH3105					
Semester / Year:					
First Semester / Third Year / Academic Year 2024-2025					
Date of Description Preparation:					
16/9/2024					
Available Attendance Forms:					
Lectures					
Number of Credit Hours (Total) / Number of Units (Total)					
45 hours/45 credits					
Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. dr. Sabah Abdul Sattar Ahmed					
Email: saahmed@uoanbar.edu.iq					
Course Objectives					
Course Objectives		• Introducing students to educational techniques and educational technology, its origins and history. • Informing students of the importance of educational techniques and educational technology in the educational process. • Providing students with the skills of using educational techniques and educational technology in practice			
Teaching and Learning Strategies					
Strategy		Learning and teaching strategies and methods dependent in implementation of the program in general. • Presentation strategy • Discussion strategy • Brainstorming strategy • Exploration strategy			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	3	Receptivity and understanding	Educational methods (a historical overview, their characteristics and	The lecture	Oral and written tests

			importance, their educational purposes, and the factors influencing them).		
The second	3	Receive and discuss	Educational media (its benefits, obstacles, and educational uses).	The lecture	Oral and written tests
the third	3	Receive and discuss	Educational technologies (historical overview, concept, and related concepts)	The lecture	Exams
the fourth	3	Receive and discuss	Educational techniques (psychological foundations and models of their design)	The lecture	Real-time tests
Fifth	3	Receive and discuss	Behavioral and cognitive theories of the uses of educational technologies	The lecture	the exams
The sixth	3	Receive and discuss	Classification of educational techniques according to: (senses, experience)	The lecture	daily exams
The seventh	3	Receive and discuss	Materials that are not displayed optically and their practical applications: (educational boards: their	The lecture	Oral and written tests

			types). Visually displayed materials: transparencies, educational slides, pictures).		
The eighth	3	Receive and discuss	Projectors: (slide projector, vertical projector, multimedia projector	The lecture	Oral and written exams
The ninth	3	Receive and discuss	Audio educational techniques and their applications: (telephone, language laboratory, school radio).	The lecture	Exams
The tenth	3	Receive and discuss	Sensory educational techniques and their applications: ((figures, models, samples, pictures and posters, television, games and simulations).	The lecture	exams
eleventh	3	Receive and discuss	Educational technologies: their standards, conditions for use, and stages.	The lecture	exams
Twelfth	3	Receive and discuss	Communication (historical overview, concep theories, models, systems approach	The lecture	Exams

			types of systems		
Thirteenth	3	Receive and discuss	Materials that are not displayed optically and their practical applications: (educational boards: their types). Visually displayed materials: transparencies, educational slides, pictures).	The lecture	Oral and written tests
fourteenth	3	Receive and discuss	Multimedia in education	The lecture	Oral and written tests
Fifteenth	3	Receive and discuss	Keeping pace with technological development	The lecture	Exams

Course Evaluation

The score out of 100 is distributed based on the tasks assigned to the student, such as daily preparation, daily oral and written exams, monthly tests, and reports, etc.

The effort score out of (40) is distributed as follows:

20 points for the first monthly exam

15 points for the second monthly exam

5 points for tasks, activities, and student participation

The final exam score is (60)

Learning and Teaching Resources

Required textbooks (curricular books any)	- Damas, Mustafa Nimr (2011), Learning Technology and Computerization of Education, Dar Ghaida, Amman (Jordan).
Main references (source)	- Al-Hila, Muhammad Mahmoud (2014), Educational Technology between Theory and Practice, Dar Al-Masirah for Publishing and Distribution, 9th edition, Amman (Jordan).
Recommended books and references (scientific journals, reports...)	Al-Farijat, Ghaleb Abdel-Muati (2014), Introduction to Educational Technology, Dar Kunoz Al-Maarifa Al-Ilmiyya for Publishing and Distribution, 2nd edition, Jordan - Amman. - Al-Khatib, Lutfi (2013), Educational Technology and Self-Learning, 1st edition,

	Yarmouk University (Jordan). - Mansour, Ahmed Ibrahim (2015), Educational Technology, Al-Janadriyah Publishing and Distribution, 1st edition, - Hindawi, Osama Saeed Ali (2009), Educational Technology and Technology Innovations, World of Books.
Electronic references, websites.	https://www.redsoft.org/Projectdetail.aspx?id=56 https://www.noor-book.com/tag

Course Description Teaching methods

Course Name:	
Teaching methods	
Course Code:	
EHS3106	
Semester / Year:	
First Semester / Third Year / Academic Year 2024-2025	
Date of Description Preparation:	
16/9/2024	
Available Attendance Forms:	
In-person, online	
Number of Credit Hours (Total) / Number of Units (Total)	
60 hours / 30 hours of theory + 30 hours of practical / (45) units over a semester	
Course administrator's name (mention all, if more than one name)	
Name: Dr. Majed Latif Abdul Razzaq	
Email: : majid.abdulrazzaq@uoanbar.edu.iq	
Course Objectives	
Course Objectives	- Preparing competent staff in the field of educational and psychological sciences in Iraq, regionally and globally. - Contributing to the development of personnel working in the field of educational and psychological sciences in state institutions and departments Training students on organized scientific observation procedures; how to prepare for observations, schedule their tasks, execute them, evaluate them, and prepare reports about them. - Spreading educational and psychological awareness and holding awareness seminars in this field. - Trying to deliver the material in the easiest ways, and spreading the culture of e-learning (distance learning) - Understanding the materials and clarifying them according to the vocabulary of the curriculum - Using easy methods to deliver the material. - Understanding students' tendencies toward clarification, revealing and identifying individual differences, and trying to deal with them accurately
Teaching and Learning Strategies	
Strategy	Learning and teaching strategies and methods dependent in implementation of the program in general. - Brainstorming method. - Problem-solving method. - Active learning strategies. - Cooperative learning methods.

Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	2 Theory 2 Practica	Improve students' understanding of concepts and study materials	Teaching and its foundations	Problem solving	Observation
The second	2 Theory 2 Practica	Receiving and discussing	Learning and teaching	Brainstorming	Observation
the third	2 Theory 2 Practica	Providing with good teaching foundations	Foundations of good teaching	The lecture	Observation
the fourth	2 Theory 2 Practica	Increase student participation in class and discussions	Basic principles in teaching	The lecture	Real-time tests
Fifth	2 Theory 2 Practica	Identify the elements of the teaching process	Identify the elements of the teaching process	The lecture	Observation
The sixth	2 Theory 2 Practica	Providing with modern knowledge of teacher characteristics	Characteristics of a successful teacher	The lecture	Daily exams
The seventh	2 Theory 2 Practica	Discussion and reception	Pillars of the teaching process	The lecture	Observation
The eighth	2 Theory 2 Practica	Equipping yourself with modern trends in teaching	Basic principles in teaching	The lecture	Oral exams
The ninth	2 Theory 2 Practica	Identify teaching methods and their types	The concept of teaching methods and their types	Discussion method	Observation

The tenth	2 Theory 2 Practica	Increase student participation in class and discussions	The difference between the concepts of strategy, method and method	Brainstorming	Observation
Eleventh	2 Theory 2 Practica	Knowing the factors affecting methods	Knowing the factors affecting methods	Active learning	Peer evaluation
Twelfth	2 Theory 2 Practica	Learn about teaching, curriculum and method	Teaching, curriculum and method	Cooperative learning	Performance-based alternative assessment
Thirteenth	2 Theory 2 Practica	Receiving and discussing	Educational goals	Active learning	Practical reports
Fourteenth	2 Theory 2 Practica	Acquire the skill of formulating and analyzing goals	Classification of behavioral goals	Brainstorming	Performance-based alternative assessment
Fifteenth	2 Theory 2 Practica	Increase student participation in class and discussions	The importance of studying Bloom's taxonomy for educational objectives	The lecture	Observation

Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.

The final grade is out of 100, and it's distributed as follows:

1. First month test 20 points
2. Second month test: 15 points
3. Daily preparation: 5 points
4. Exam score at the end of the course 60 points

Learning and Teaching Resources

Required textbooks (curricular books, if any)	•Non
Main references (source)	• General teaching methods • Curriculum and textbook • Learn to think
Recommended books and references (scientific journals, reports...)	• The Egyptian Journal of Practical Education / A scientific journal published by ...

	Egyptian Association for Practical Education.
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- | | |
|--|---|
| | <ul style="list-style-type: none">• Journal of Studies in Curricula and Teaching Methods / A scientific journal published by the Egyptian Association for Curricula and Teaching. |
|--|---|

Course Description Comparative education

Course Name:					
Comparative education					
Course Code:					
EHS3107					
Semester / Year:					
First Semester / Third Year / Academic Year 2024-2025					
Date of Description Preparation:					
16/9/2024					
Available Attendance Forms:					
Lectures					
Number of Credit Hours (Total) / Number of Units (Total)					
45 hours/45 credits					
Course administrator's name (mention all, if more than one name)					
Name: Assistant. professor. Dr. Abdul Majeed Rabie					
Email: abdulmagieed.moh@uoanbar.edu.iq					
Course Objectives					
Course Objectives		-Introducing students to the culture of special education. - Familiarizing students with modern educational methods and making comparisons between them. - Equipping students with scientific research skills in comparative education. - Exploring comparative education in Arab countries and around the world and comparing it to education in Iraq.			
Teaching and Learning Strategies					
Strategy		Strategies and methods for teaching and learning used implementing the program in general include: - Cooperative learning strategies. - Research and exploration strategies. - Active learning strategies.			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	2	Receive and discuss	The concept of comparative education	Problem solving	Observation
The second	2	Receive and discuss	The development of the concept of comparative education and the role of Arab and international	Brainstorming	Observation

			organizations		
the third	2	Receive and discuss	Educational applications	The lecture	Observation
the fourth	2	Receive and discuss	Objectives of comparative education	The lecture	Real-time tests
Fifth	2	Receive and discuss	Some pioneers of comparative education	The lecture	Observation
The sixth	2	Receive and discuss	Isaac Kandel - George Peardy	The lecture	Daily exams
The seventh	2	Receive and discuss	Roles and characteristics of the educational counselor	The lecture	Observation
The eighth	2	Receive and discuss	Roslow	The lecture	Oral exams
The ninth	2	Receive and discuss	Sadler and Mark Anton	Discussion method	Observation
The tenth	2	Receive and discuss	Stages of development of research methods in comparative education	Brainstorming	Observation
eleventh	2	Receive and discuss	The stage of transfer and borrowing (descriptive method)	Active learning	Peer evaluation
Twelfth	2	Receive and discuss	The stage of forces and factors	Cooperative learning	Performance-based alternative assessment
Thirteenth	2	Receive and discuss	The stage of using the scientific method	Active learning	Practical reports
fourteenth	2	Receive and discuss	Psychological counseling in universities	Brainstorming	Performance-based alternative assessment
Fifteenth	2	Receive and discuss	Research methods in comparative education	The lecture	Observation

Course Evaluation

The score out of 100 is distributed based on the tasks assigned to the student, such as daily preparation, daily oral and written exams, monthly tests, and reports, etc.

The effort score out of (40) is distributed as follows:
 20 points for the first monthly exam
 15 points for the second monthly exam
 5 points for tasks, activities, and student participation
 The final exam score is (60)

Learning and Teaching Resources

Required textbooks (curricular books, if any)	The Republic, Plato: Translation by Harold Khabbaz, Beirut, 1969
Main references (source)	Averroes and his philosophy between tradition and modernity, Al-Asam, Abd Amir, Baghdad, 1999.
Recommended books and references (scientific journals, reports...)	
Electronic references, websites.	

Course Description Mental Health

Course Name:					
Mental Health					
Course Code:					
EHS4101					
Semester / Year:					
First Semester / The fourth Year / Academic Year 2024-2025					
Description Preparation Date:					
16/9/2024					
Available Attendance Forms:					
In-person, online					
Number of Credit Hours (Total) / Number of Units (Total)					
60 hours / 60 theoretical hours / (45) units during the semester					
Course administrator's name (mention all, if more than one name)					
Name: Assisstant Prof. Dr. Fuaad Mohammed Freh Ed.fuad.muhammad@uoanbar.edu.iq					
Course Objectives					
Course Objectives		A. The student should know the principles of mental health. B. The student should be able to identify the factors affecting mental health. C. The student should be able to identify mental disorders and illnesses. D. The student should be able to apply the principles of mental health he/she has studied.			
Teaching and Learning Strategies					
Strategy		Learning and teaching strategies and methods dependent in implementation of the program in general. • Brainstorming method. • Problem-solving method. • Active learning strategies. • Cooperative learning methods.			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	3	Acquiring mental health concepts	Mental Health from Past to Present Health - Definition, Trends and Importance	Problem Solving	Observation
The second	3	Being equipped with modern trends in	The Importance of Mental Health Science Mental Health	Brainstorming	Observation

		mental health	Curricula		
the third	3	Learning about mental health and knowing its goals	Mental Health and Adjustment	Active Learning	Achievement file
the fourth	3	Knowing the details of mental health	Mental Health and Diagnosis	Cooperative Learning	Process reports
Fifth	3	Being equipped with mental health skills	Defense Means as One of the Mechanisms for Maintaining Mental Health	Problem Solving	Process reports
The sixth	3	Learning about the dynamic foundations of mental health	Dynamic Foundations of Mental Health Disorders	Discussion Method	Achievement file
The seventh	3	Acquiring the skill of formulating and analyzing goals	Children's Mental Disorders and Problems	Brainstorming	Alternative performance-based assessment
The eighth	3	Being equipped with modern knowledge regarding mental health	Mental Disorders (Neurosis)	Cooperative Learning	Peer assessment
The ninth	3	Acquiring the skill of therapeutic application	Anxiety	Discussion Method	Peer assessment
The tenth	3	Acquiring the basics of neurosis diagnosis	Depression	Brainstorming	Achievement file
Eleven	3	Acquiring	Psychotic Disorders	Active	Peer

th		the basic skills to recognize mental disorders		Learning	assessment
Twelfth	3	Acquiring the basic skills to recognize personality disorders	Personality Disorders	Cooperative Learning	Alternative performance-based assessment
Thirteenth	3	Practical applications for cases of mental retardation	Mental Retardation	Active Learning	Process reports
Fourteenth	3	Acquiring the skills to recognize psychosomatic disorders	Psychosomatic Disorders	Discussion Method	Achievement file
Fifteenth	3	Acquiring the skill of field application of developmental disorders	Developmental Disorders	Cooperative Learning	Achievement file

Course Evaluation

The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc.

The final grade is (100), distributed as follows:

1. 30 points for the first monthly exam and the second monthly exam (20 points for each exam)
2. 10 points for the extent of the student's participation in daily activities and classroom interaction.
3. Final exam (60 points).

Learning and Teaching Resources

Required textbooks (curricular books any)	• Mental Health and Psychotherapy, Hamdy Abdel Salam Zahran, 2011.
Main references (source)	• Mental Health: A New Perspective Ahmed Abdel Latif Abu Saud, 2014.

Recommended books and references (scientific journals, reports...)	• Mental Health: A New Perspective Ahmed Abdel Latif Abu Saud, 2014.
Electronic references, websites.	• Dar Al Manzumah website • Shamaa website for educational research and studies.

Course Description Measurement and Evaluation/1

Course Name:					
Measurement and Evaluation/1					
Course Code:					
EHS4102					
Semester / Year:					
First Semester / The fourth Year / Academic Year 2024-2025					
Description Preparation Date:					
16/9/2024					
Available Attendance Forms:					
In-person, online					
Number of Credit Hours (Total) / Number of Units (Total)					
45 of theory / (45) units over a semester					
Course administrator's name (mention all, if more than one name)					
Name: Ass. Pro. Bilal tariq hussein (Ph.D)					
Email: : Bthussain@uoanbar.edu.iq					
Course Objectives					
Course Objectives		• 1- The student should know the basic concepts of measurement and evaluation. • 2- The student should be able to build the test map. • 3- The student should be able to know the types of test vocabulary and the rules for formulating and correcting them. • 4- The student should be able to conduct statistical analysis of the paragraphs. • 5- The student should be able to apply what he has studied from the measurement and evaluation material in building valid and accurate test vocabulary.			
Teaching and Learning Strategies					
Strategy		Learning and teaching strategies and methods dependent in implementation of the program in general. • Brainstorming method. • Problem-solving method. • Active learning strategies. • Cooperative learning methods.			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	2 theoretical	Receiving and Understan	The concept of measurement and its components, the	Lecture	Observation

	2 practical	ding	concept of testing, the concept of evaluation or assessment, the concept of evaluation, the relationship between measurement, evaluation and testing		
The second	2 theoretical 2 practical	Receiving and Discussion	Psychometric and physical measurement, characteristics of psychometric measurement, levels of psychometric measurement, variables, classification of variables	Lecture	Observation
the third	2 theoretical 2 practical	Receiving and Discussion	Types of evaluation, the role of evaluation in improving the learning process	Lecture	Achievement file
the fourth	2 theoretical 2 practical	Receiving and Discussion	Introduction, achievement test, test construction steps	Lecture	Practical reports
Fifth	2 theoretical 2 practical	Receiving and Discussion	Test map	Lecture	Practical reports
The sixth	2 theoretical 2 practical	Receiving and Discussion	Tests based on student response (unspecified essay, specified essay, completion test)	Lecture	Achievement file
The seventh	2 theoretical 2 practical	Receiving and Discussion	Multiple choice tests (true/false, multiple choice, matching)	Lecture	Performance-based alternative assessment
The eighth	2 theoretical 2 practical	Receiving and Discussion	Oral tests	Lecture	Peer assessment

The ninth	2 theoretical 2 practical	Receiving and Discussion	Performance tests	Lecture	Peer assessment
The tenth	2 theoretical 2 practical	Receiving and Discussion	Writing test paragraphs, and methods of arranging them in a single test.	Lecture	Achievement file
Eleventh	2 theoretical 2 practical	Receiving and Discussion	Develop test instructions, finalize the test, and test application conditions.	Lecture	Peer assessment
Twelfth	2 theoretical 2 practical	Receiving and Discussion	Paragraph analysis steps, difficulty and ease factor	Lecture	Performance-based alternative assessment
Thirteenth	2 theoretical 2 practical	Receiving and Discussion	Discrimination coefficient and effectiveness of false alternatives	Lecture	Practical reports
Fourteenth	2 theoretical 2 practical	Receiving and Discussion	Honesty, its concept, types or indicators of honesty	Lecture	Achievement file
Fifteenth	2 theoretical 2 practical	Receiving and Understanding	The concept of stability, its types, the factors affecting it, the concept of internal and external homogeneity, honesty and stability are situational	Lecture	Achievement file

Course Evaluation

The distribution of the grade out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports, etc.

The distribution of the grade out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports, etc.

The final grade is (100), distributed as follows:

1. Daily preparation and writing a report (5)
2. First afternoon exam (20)
3. Second month exam (15)
4. Final exam (60)

Learning and Teaching Resources	
Required textbooks (curricular books, if any)	• Evaluation and Measurement, written by Mustafaa Mahmoud Al-Imam, Anwar Hussein Abdul Rahman and Sabah Hussein Al-Ajili
Main references (source)	• Allam, Salah El-Din Mahmoud. (2000). Educational and Psychological Measurement and Evaluation, Basics, Applications and Contemporary Directions. 1st ed. Cairo: Dar Al-Fikr Al-Arabi. • Allam, Salah El-Din Mahmoud. (2014). Educational and Psychological Tests and Measurements. 4th ed. Amman: Dar Al-Fikr for Publishing and Distribution. • Allam, Salah El-Din Mahmoud. (2007). Educational Measurement and Evaluation in the Teaching Process. 1st ed. Amman: Dar Al-Masirah Publishing and Distribution. • Ayyal, Yassin Hamid, and Jassim, Khaled Jassim (2014): Educational Evaluation and its Future Directions in the Teaching Process, 1st ed., Al-Farooq Yamamah Office for Printing and Publishing Baghdad.
Recommended books and references (scientific journals, reports...)	• Lectures in Personality Psychology.
Electronic references, websites.	• Dar Al Manzumah website • Shamaa website for educational research and studies

Course Description Teaching thinking

Course Name:					
Teaching thinking					
Course Code:					
EHS4103					
Semester / Year:					
First Semester / The fourth Year / Academic Year 2024-2025					
Description Preparation Date:					
16/9/2024					
Available Attendance Forms:					
Lectures					
Number of Credit Hours (Total) / Number of Units (Total)					
45 hours/45 credits					
Course administrator's name (mention all, if more than one name)					
Name: Assistant teacher/ marwa salah yahya					
Email: : mrw99743@uoanbar.edu.iq					
Course Objectives					
Course Objectives		• Introducing students to the importance of teaching thinking. • Introducing students to the goals of teaching thinking. • Enabling students to know the types of thinking. • Identify thinking skills			
Teaching and Learning Strategies					
Strategy		• Teaching and learning strategies and methods adopted implementing the program in general • Conducting discussion sessions among students • Assigning students to prepare lectures that they conduct with the lecture as an intellectual skill for the students			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	3	Defining students' thinking	Definition of thinking and its function	Lecture and discussion	Discussion and exchange of opinions
The second	3	Defining students' characteristics and types of thinking	Characteristics of the thinking process and its types	Lecture and discussion	Discussion and exchange of opinions

the third	3	Defining students' importance of teaching thinking	The importance of teaching thinking	Lecture and discussion	Discussion and exchange of opinions
the fourth	3	Defining students' barrier to thinking	Obstacles to thinking	Lecture and discussion	Discussion and exchange of opinions
Fifth	3	Defining students' attitudes toward teaching thinking	Trends in teaching thinking	Lecture and discussion	Discussion and exchange of opinions
The sixth	3	Empowering students with teaching methods for thinking	Methods of teaching thinking	Lecture and discussion	Discussion and exchange of opinions
The seven	3	The importance of the concept of thinking skills	The concept of thinking skills	Lecture and discussion	Discussion and exchange of opinions
The eighth	3	Defining students how to classify thinking teaching skills	Classification of thinking skills in education	Lecture and discussion	Discussion and exchange of opinions
The ninth	3		First month exam		Discussion and exchange of opinions
The tenth	3	Defining students' critical thinking	Critical thinking	Lecture and discussion	Discussion and exchange of opinions
eleventh	3	Defining students' problem-solving skills	Problem-solving skills with practical examples	Lecture and discussion	Discussion and exchange of opinions

Twelfth	3	Defining students' creative thinking	Creative thinking	Lecture and discussion	Discussion and exchange of opinions
Thirteenth	3	Defining students' cognitive thinking	Cognitive thinking	Lecture and discussion	Discussion and exchange of opinions
fourteenth	3	Defining students' analytical thinking	Analytical thinking	Lecture and discussion	Discussion and exchange of opinions
Fifteenth	3		Second month exam		Discussion and exchange of opinions

Course Evaluation

The score out of 100 is distributed based on the tasks assigned to the student, such as daily preparation, daily oral and written exams, monthly tests, and reports, etc.

The effort score out of (40) is distributed as follows:

20 points for the first monthly exam

15 points for the second monthly exam

5 points for tasks, activities, and student participation

The final exam score is (60)

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Abu Jado, Saleh, and Nofal, Muhammad Bakr (2007), Teaching Thinking Theory and Practice, Dar Al Masirah Publishing House
Main references (source)	Al-Obaidi, Sabah Marshoud, and Al-Barzanji, Laila Ali (2017), Teaching Thinking
Recommended books and references (scientific journals, reports...)	
Electronic references, websites.	

Course Description Behavior modification

Course Name:					
Behavior modification					
Course Code:					
EHS4104					
Semester / Year:					
First Semester / The fourth Year / Academic Year 2024-2025					
Description Preparation Date:					
16/9/2024					
Available Attendance Forms:					
Lectures					
Number of Credit Hours (Total) / Number of Units (Total)					
45 hours/45 credits					
Course administrator's name (mention all, if more than one name)					
Name: Asst. Noor Raji mohammed Email: noor.raji@uoanbar.edu.iq					
Course Objectives					
Course Objectives		- To understand how to realize the linguistic elements of the sentence in different functions. - To know the basic patterns and elements of the sentence. - To know how the sentence is formed and structured.			
Teaching and Learning Strategies					
Strategy		Learning and teaching strategies and methods dependent in implementation of the program in general.			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	3	Receptivity and understanding	Introduction, definition of behavior modification and basic terms in behavior modification	The lecture	Oral and written tests
The second	3	Receive and discuss	The theoretical foundations on which the behavior modification approach is based	The lecture	Oral and written tests
the third	3	Receive and discuss	Basic principles of behavior modification	The lecture	Exams

the fourth	3	Receive and discuss	General characteristics of the behavior modification trend	The lecture	Real-time tests
Fifth	3	Receive and discuss	Dealing with behavior, whether normal or abnormal to describe it as learned	The lecture	the exams
The sixth	3	Receive and discuss	Dissatisfaction with the medical model in psychology	The lecture	daily exams
The seventh	3	Receive and discuss	Basic behavioral research, principles of behavior	The lecture	Oral and written tests
The eighth	3	Receive and discuss	Applied behavioral research, behavior modification	The lecture	Oral and written exams
The ninth	3	Receive and discuss	Normal behavior and abnormal behavior	The lecture	Exams
The tenth	3	Receive and discuss	Gift a behavior modification program	The lecture	exams
Eleventh	3	Receive and discuss	Formulating behavioral goals	The lecture	exams
Twelfth	3	Receive and discuss	Methods of measuring behavior	The lecture	Exams
Thirteenth	3	Receive and discuss	Measuring behavioral outcomes	The lecture	Oral and written tests
fourteenth	3	Receive and discuss	Training foremen	The lecture	Oral and written tests
Fifteenth	3	Receive and discuss	Research methodology in behavior modification	The lecture	Exams

Course Evaluation

The score out of 100 is distributed based on the tasks assigned to the student, such as daily preparation, daily oral and written exams, monthly tests, and reports, etc.
The effort score out of (40) is distributed as follows:
20 points for the first monthly exam
15 points for the second monthly exam

5 points for tasks, activities, and student participation The final exam score is (60)	
Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Main references (source)	Behavior modification
Recommended books and references (scientific journals, reports...)	
Electronic references, websites.	

Course Description Educational Leadership and Management

Course Name:					
Educational Leadership and Management					
Course Code:					
EHS4105					
Semester / Year:					
First Semester / The fourth Year / Academic Year 2024-2025					
Description Preparation Date:					
16/9/2024					
Available Attendance Forms:					
Lectures					
Number of Credit Hours (Total) / Number of Units (Total)					
45 hours/45 credits					
Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Muthana Ismael Turki(PhD.)					
Email:: miturki@uoanbar.edu.iq					
Course Objectives					
Course Objectives		- To familiarize the student with educational administrative concepts. - To acquaint them with developments in educational administrative work. - To understand what makes a successful administrator. - To understand what makes a successful classroom manager. - To develop the student's ability to solve future problems.			
Teaching and Learning Strategies					
Strategy		Discussion and Interaction Method - Feedback - Brainstorming Problem-solving Method - Assigning students various activities and assignments - Active participation and quizzes			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	3	Receptivity and understanding	Administrative Process	The lecture	Oral and written tests
The second	3	Receive and discuss	Key Administrative Fields	The lecture	Oral and written tests
the third	3	Receive and discuss	Details of Educational Administration	The lecture	Exams

the fourth	3	Receive and discuss	Administrative Fields		
Fifth	3	Receive and discuss	Planning and organizing	The lecture	Oral and written tests
The sixth	3	Receive and discuss	Leadership Styles	The lecture	Exams
The seventh	3	Receive and discuss	Planning and the Plan	The lecture	Oral and written tests
The eighth	3	Receive and discuss	Administrative Elements	The lecture	Oral and written tests
The ninth	3	Receive and discuss	Administrative Skills	The lecture	Oral and written tests
The tenth	3	Receive and discuss	Classroom Management	The lecture	Oral and written tests
eleventh	3	Receive and discuss	Educational Issues	The lecture	Exams
Twelfth	3	Receive and discuss	Educational Policy and Planning	The lecture	Exams
Thirteenth	3	Receive and discuss	Modern Management Styles	The lecture	Oral and written tests
fourteenth	3	Receive and discuss	Educational Supervision	The lecture	Oral and written tests
Fifteenth	3	Receive and discuss	Comprehensive Planning	The lecture	Exams

Course Evaluation

The score out of 100 is distributed based on the tasks assigned to the student, such as daily preparation, daily oral and written exams, monthly tests, and reports, etc.

The effort score out of (40) is distributed as follows:

20 points for the first monthly exam

15 points for the second monthly exam

5 points for tasks, activities, and student participation

The final exam score is (60)

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Administration, Supervision, and Secondary Education Contemporary Educational Administration"
Main references (source)	Educational Management and Supervision
Recommended books and references (scientific journals, reports...)	Lectures in Educational Administration
Electronic references, websites.	

Course Description Special Education

Course Name:					
Special Education					
Course Code:					
EHS4106					
Semester / Year:					
First Semester / The fourth Year / Academic Year 2024-2025					
Description Preparation Date:					
16/9/2024					
Available Attendance Forms:					
In-person, online					
Number of Credit Hours (Total) / Number of Units (Total)					
60 hours / 30 hours of theory + 30 hours of practical / (45) units over a semester					
Course administrator's name (mention all, if more than one name)					
Name: omar Khalaf Rasheed (Assistant Professor)					
Email: : okrashed@uoanbar.edu.iq					
Course Objectives					
Course Objectives		- Introducing students to the importance of special education - Introducing students to the principles of special education - Introducing students to categories of people with special needs - Enabling students to distinguish between categories of people with special needs - Enabling students to acquire skills in educational dealing with groups of people with special needs			
Teaching and Learning Strategies					
Strategy		Learning and teaching strategies and methods dependent in implementation of the program in general. - Brainstorming method. - Problem-solving method. - Active learning strategies. - Cooperative learning methods.			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	2 Theory 2 Practica	Introduction and general idea Basic definitions of	Introducing the student to the basics of special education	Problem-solving	Observation

	1	the subject of special Education			
The second	2 Theory 2 Practical	Introduction to people with special needs	Introducing the student to individuals with special needs	Brainstorming	Observation
the third	2 Theory 2 Practical	Special education goals	Introducing the student to the general goals of special education	Active learning	Achievement file
the fourth	2 Theory 2 Practical	Talent and creativity	Introducing the student to the concept of gifted and creative people	Collaborative learning	Practical reports
Fifth	2 Theory 2 Practical	Mental disability	Introducing the student to the concept of the disabled and mentally retarded	Problem-solving	Practical reports
The sixth	2 Theory 2 Practical	Learning difficulties	Introducing the student to the concept of slow learners and those who fall behind in school	Discussion method	Achievement file
The seventh	2 Theory 2 Practical	Hearing impairment	Introducing the student to the concept of the hearing impaired and the hearing impaired	Brainstorming	Performance-based alternative assessment
The eighth	2 Theory 2 Practical	Written exam	Testing students' skills	Collaborative learning	Peer assessment
The ninth	2 Theory 2 Practical	Visual impairment	Introducing the student to the concept of blind and visually impaired people	Discussion method	Peer assessment

The tenth	2 Theory 2 Practical	Hosting models for people with special needs	Introducing the student to the psychological and behavioral characteristics of some groups of people with special needs	Brainstorming	Achievement file
eleventh	2 Theory 2 Practical	Behavioral and emotional disorders	Introducing the student to the concept of emotionally and behaviorally disturbed people	Active learning	Peer assessment
Twelfth	2 Theory 2 Practical	Communication disorders	Introducing the student to the concept of troubled people communicating with society	Collaborative learning	Performance-based alternative assessment
Thirteenth	2 Theory 2 Practical	Physical and health disabilities	Introducing the student to the concept of the physically disabled and those with severe chronic diseases	Active learning	Practical reports
fourteenth	2 Theory 2 Practical	Autistic disorder	You were expelled from the study of Taha and the concept of independence, as it was distinguished by its reputation	Discussion method	Achievement file
Fifteenth	2 Theory 2 Practical	Written exam	Testing students' skills	Collaborative learning	Achievement file

Course Evaluation

The score out of 100 is distributed based on the tasks assigned to the student, such as daily preparation, daily oral and written exams, monthly tests, and reports, etc.

The effort score out of (40) is distributed as follows:

20 points for the first monthly exam

15 points for the second monthly exam

5 points for tasks, activities, and student participation

The final exam score is (60)

Learning and Teaching Resources	
Required textbooks (curricular books if any)	•Non
Main references (source)	• Basics of Special Education / Sharaf Abdullah Al-Zubairi and others / 2018. • Psychology of unusual children / Hallahan et al./2008 • Special Education / Mustafa Al-Imam and others / 1990
Recommended books and references (scientific journals, reports...)	• The Egyptian Journal of Practical Education A scientific journal published by the Egyptian Association for Practical Education • Journal of Studies in Curricula and Teaching Methods / A scientific journal published by the Egyptian Association for Curricula and Teaching.
Electronic references, websites.	• Dar Al Manzumah website • Shamaa website for educational research and studies.

Course Description Practical Education - Observation

Course Name:	
Practical Education - Observation	
Course Code:	
EDH4107	
Semester / Year:	
First Semester / The fourth Year / Academic Year 2024-2025	
Description Preparation Date:	
16/9/2024	
Available Attendance Forms:	
In-person, online	
Number of Credit Hours (Total) / Number of Units (Total)	
60 hours / 30 hours of theory + 30 hours of practical / (45) units over a semester	
Course administrator's name (mention all, if more than one name)	
Name: Prof. Yasir Khalaf Rasheed (Ph.D)	
Email: : dr.yasir.alshojairi@uoanbar.edu.iq	
Course Objectives	
Course Objectives	• Introducing students to the goals and content of the school application. • Providing students with practical aspects individually or collaboratively in preparing and planning model lessons in the field of educational and psychological sciences. • Training students on organized scientific observation procedures; how to prepare for observations, schedule their tasks, execute them, evaluate them, and prepare reports about them. • Dividing students into groups so that each group carries out all observation tasks in one school across different educational levels. • Identifying teaching problems in educational and psychological sciences and analyzing and evaluating their curricula. • Reviewing and discussing evaluative reports of the school application from previous years and guiding students to read the necessary books and references to assist in executing school application tasks. • Watching educational programs and films, evaluating them, and benefiting from their results in their teaching activities during the observation and training phase. • Acquiring the necessary skills for successful teaching and committing to the ethics of education.

Teaching and Learning Strategies					
Strategy	Learning and teaching strategies and methods dependent in implementation of the program in general. • Brainstorming method. • Problem-solving method. • Active learning strategies. • Cooperative learning methods.				
2. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	2 Theory 2 Practical	Acquiring concepts of practical education	Practical Education: (History of practical education, principles of practical education, goals of practical education, stages of practical education)	Problem-solving	Observation
The second	2 Theory 2 Practical	Gaining modern trends in teacher preparation	Modern trends in preparing future teachers, ethics of the teaching profession	Brainstorming	Observation
the third	2 Theory 2 Practical	Understanding the observation process, its goals, stages, and etiquette	Observation: Goals of observation, stages of observation, etiquette and ethics of observation, assessment in observation	Active learning	Achievement file
the fourth	2 Theory 2 Practical	Knowing the details of partial participation observation	Participation stage, mechanism of partial participation	Collaborative learning	Practical reports
Fifth	2 Theory 2 Practical	Developing skills for practicing within the total observation	Practice or full participation stage, goals of the full participation stage	Problem-solving	Practical reports
The	2	Acquiring	Teaching Planning:	Discussion	Achievement

sixth	Theory 2 Practical	planning skills and learning how to create lesson plans	Importance of planning, foundations of planning, necessities of planning, stages of planning, levels of planning, practical models (annual plan, daily plan)	method	nt file
The seventh	2 Theory 2 Practical	Gaining the ability to formulate and analyze objectives	Classification of behavioral objectives, levels of the cognitive domain, levels of the affective domain, levels of the skill domain	Brainstorming	Performance-based alternative assessment
The eighth	2 Theory 2 Practical	Staying updated with modern knowledge in communication and interaction	Communication, its methods, and management in teaching as well as factors affecting communication effectiveness	Collaborative learning	Peer assessment
The ninth	2 Theory 2 Practical	Acquiring field application skills	Field visits to schools under the Ministry of Education	Discussion method	Peer assessment
The tenth	2 Theory 2 Practical	Grasping the fundamentals of teaching competencies and their areas	Teaching competencies: ethical domain, administrative domain, preparation and planning domain, teaching domain, assessment domain	Brainstorming	Achievement file
eleventh	2 Theory 2 Practical	Gaining essential teaching skills	Teaching skills: skill of opening and closing, skill of asking questions, presentation skill	Active learning	Peer assessment
Twelfth	2 Theory	Gaining essential	Skill of communication and	Collaborative learning	Performance-based

	2 Practical	teaching skills	interaction and motivation, skill of diversifying stimuli		alternative assessment
Thirteenth	2 Theory 2 Practical	Applying educational technology in the observation lesson	Skill of solving classroom problems	Active learning	Practical reports
fourteenth	2 Theory 2 Practical	Acquiring classroom management skills	Educational Technology: Using educational tools and teaching technologies in the educational process	Discussion method	Achievement file
Fifteenth	2 Theory 2 Practical	Acquiring field application skills	Classroom Management: Its concept, objectives, conditions for effective management, types, tasks, challenges	Collaborative learning	Achievement file

Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.

The final grade is out of 100, and it's distributed as follows:

1. Preparing a lesson plan sample: 20 points
2. Preparing a specific observation notebook for students: 20 points
3. Field visits to schools for observation: 20 points
4. Training and practice in teaching: 20 points
5. Writing a final report: 20 points

3. Learning and Teaching Resources

Required textbooks (curricular books any)	•Non
Main references (source)	•Practical education and its applications in preparing the future teacher, Assoc. Prof. Dr. Mohsen Ali Atiyah and Prof. Dr. Abdul Rahman Al-Hashimi. •- Practical education between theory and application: a contemporary vision preparing future teachers in the light of ethics of the teaching profession and 21

	century skills, Prof. Dr. Yasser Khamis Rashid Al-Shujairi and Prof. Dr. Haider Abdul Karim Al-Zuhairi.
Recommended books and references (scientific journals, reports...)	• The Egyptian Journal of Practical Education / A scientific journal published by the Egyptian Association for Practical Education. • Journal of Studies in Curricula and Teaching Methods / A scientific journal published by the Egyptian Association for Curricula and Teaching.
Electronic references, websites.	• Dar Al Manzumah website • - Shamaa website for educational research and studies.



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

Second Semester Course Description Guide for the Academic Year 2024/2025

Course Description General Psychology/ 2

• Course Name	
General Psychology	
• Course Code	
EHS1201	
• Term / Year	
Second Semester/First Year/ 2024-2025	
• The date of preparing this description	
16/9/2024	
• Available forms of attendance	
Lectures	
• Number of Credit Hours (Total)Number of Units (Total)	
45 hours/ 45 units	
• Course administrator's name (if more than one name)	
Name : Prof. Dr. Abdul Majeed Mohammed Rabie	
Email abdulmageed.moh@uoanbar.edu.iq	
• cours objectives	
Course Objectives	A. That the student knows the principles of general psychology. B. The student should be able to know the factors affecting human behavior. C. The student should be able to know the trends and tendencies that govern human behavior. D. D. The student should be able to apply the principles of general psychology.
• TEACHING AND LEARNING STRATEGIES	
Strategy	Teaching and learning strategies and methods adopted in the implementation of the program in general - method (discussion-) - Feedback - Method of delivery and lecture - Collaborative learning. - Active Learning - Self-Instructional Strategy

● Course Structure					
week s	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	Students' acquisition of psychological attitudes and tendencies	Trends and Tendencies	Course	Oral and written tests
Second	3	Students gain the concept of attention	Attention	Course	Oral and written tests
Third	3	Providing students with knowledge about perception Perceptual Processes	PERCEPTION Perceptual Processes	Course	EXAMINATIONS
Fourth	3	Providing students with knowledge about behavior and the factors affecting it	Behavior and factors influencing it	Course	Real-Time Tests
Fifth	3	Provide students with knowledge about remembering and forgetting	Remembering and Forgetting	Course	Tests
Sixth	3	Providing students with knowledge	Thinking	Course	7- Daily exams.

		about thinking			
Seventh	3	Provide students with knowledge of inference and creativity	Inference and creativity	Course	Oral and written tests
Eighth	3	Provide students with knowledge about learning, its types and theories	Learning, its types and theories	Course	Oral and written tests
Ninth	3	Provide students with knowledge of intelligence and mental abilities	Intelligence and mental abilities	Course	EXAMINATIONS
Tenth	3	Provide students with knowledge of personality theories	personality theories	Course	Tests
Eleventh	3	Providing students with knowledge about the factors affecting personality	Personality Factors	Course	Tests
Twelfth	3	Provide students with knowledge about mental	Psychological well-being	Course	EXAMINATIONS

		health			
Thirt eenth	3	Providing students with knowledge about mental disorders	Psychiatric disorders	Course	Oral and written tests
Fourt eenth	3	Providing students with knowledge about psychological conflicts	Psychological conflicts	Course	Oral and written tests
Fiftee nth	3	Providing students with knowledge about anxiety and books	Anxiety and the Book	Course	EXAMINA TIONS

● **Course Evaluation**

Distribution of the score of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly and written examinations and reports etc.

The score of (40) is distributed as follows:

20 exam marks in the first month

15 Second Month Exam Score

5 grades of tasks, activities and student participation

Final Exam Score

● **Learning and Teaching Resources**

Required textbooks (methodology if any)	Introduction to General Psychology, Dr. Abdul Amir Aboud Al-Shamsi
Key References (Sources)	
Recommended supporting books and references (scientific journals, reports...)	General Psychology
Electronic references, websites	

educational sociology

• Course Name	
educational sociology	
• Course Code	
EHS1202	
• Semester/year	
Second Semester/First Year/2024-2025	
• The date of preparing this description	
16/09/2024	
• Available forms of attendance	
Lectures	
• Number of Credit Hours (Total)Number of Units (Total)	
45 hours /(3) hours per week / (45) units during a semester	
• Course administrator's name (if more than one name)	
Name : Mrs. Sabreen Ali Hussein Email: sabreen.ali@uoanbar.edu.iq	
• Course Objectives	
Course Objectives	• Introducing students to the concept of educational sociology. • Introducing students to the characteristics of science and its emergence . • Provide students with information about socialization institutions. • Social Change Concept Statement. • To learn about social control and its means .
• TEACHING AND LEARNING STRATEGIES	
Strategy	Teaching and learning strategies and methods adopted in the implementation of the program in general - Brainstorming Debating and discussing - Strategyfor Guided Exploration. - Documentary and Demonstration Film Presentation Strategy. - Brainstorming strategy

● Course Structure					
Weeks	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	Receive and understand	educational sociology Definition and Appearance	Course	Oral and written tests
Second	3	Receive and discuss	educational sociology	Course	Oral and written tests
Third	3	Receive and discuss	educational sociology	Course	Oral Tests - 2
Fourth	3	Receive and discuss	Ibn Khaldoun	Discussion	Oral Tests - 2
Fifth	3	Receive and discuss	Socialization	Course	Oral Tests - 2
Sixth	3	Receive and discuss	Gender Social Relationships	Brainstorming	Oral Tests - 2
Seventh	3	Receive and discuss	Socialization	Course	Objective tests
Eighth	3	Receive and discuss	Family – School - Peers	Brainstorming	Oral Tests - 2
Ninth	3	Receive and discuss	Socio- political change	Course	Oral Tests - 2
Tenth	3	Receive and discuss	Stages of Social Change	Course	Tests
Eleventh	3	Receive and discuss	Factors of Social Change	Course	Tests
Twelfth	3	Receive and discuss	Social Control	Course	Objective exams
Thirteenth	3	Receive and discuss	Means of Social Control	Course	Oral and written tests

Fourteenth	3	Receive and discuss	Social Control and Education	Course	Oral and written tests
Fifteenth	3	Receive and discuss	Comprehensive Review of the Curriculum	Course	Editorial tests
• Course Evaluation Distribution of the score of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly and written examinations and reports etc. The total effort shall be (40), distributed as follows: 1. Exam for the first month of (20) 2. Examination of the second month of (15) 3. Student research engagements (5) Final Exam - 60 %					
• Learning and Teaching Resources					
Required textbooks (methodology if any)					
Key References (Sources)		- Curriculum Rules in Sociology, Emile Dor Kahim , Al-Nahda , Cairo , 1999 Educational Sociology, Dr. Ibrahim Nasser , Dar Al-Tali 'ah , Amman , 2004 - Educational Sociology, Dr. Abdullah Al-Rashdan Dar Ammar , Amman , 1998 Fundamentals of Sociology , Dr. Ibrahim Othman Dar Kazma, Kuwait, 1983 - Studies in Education and Society. Mahmoud El Sayed, El Nadeem, Cairo. - The Family in Islam ,Sayyid Muhammad Muhammad Sadiq Al-Sadr , Al-Basir Library House, Beirut .			
Recommended supporting books and references (scientific					

journals, reports...)	
Electronic references, websites	

Course Description of Pedagogy/2

• Course name	
Education	
• Course Code	
EDH1203	
• Semester/year	
Second Semester/First Year 2024/2025	
• The date of preparing this description	
16/09/2023	
• Available forms of attendance	
Lectures	
• Number of Credit Hours (Total)Number of Units (Total)	
45 hours/ 45 units	
• Course administrator's name (if more than one name)	
Name : M.M. Ibrahim Hamad Shabeeb	
Email: abody2017ra@uoanbar.edu.iq	
• Course Objectives	
Course Objectives	- The student should understand the educational and social reality throughout the ages. - The student should be aware of the educational process in its utmost necessities. - To understand educational theories on various ancient and modern peoples.
• TEACHING AND LEARNING STRATEGIES	
Strategy	Teaching and learning strategies and methods adopted in the implementation of the program in general - method (discussion-) - Feedback - Method of delivery and lecture - Collaborative learning. - Active Learning - Self-Instructional Strategy

● Course Structure					
Fifteenth	weeks	Hours	Required Learning Outcomes	Unit or subject name	Learning method
First	3	Receive and understand	Family Education	Course	Oral and written tests
Second	3	Receive and discuss	Civics	Course	Oral and written tests
Third	3	Receive and discuss	Health education	Course	EXAMINATIONS
Fourth	3	Receive and discuss	educational practices	Course	Oral and written tests
Fifth	3	Receive and discuss	Economic Basis	Course	Oral and written tests
Sixth	3	Receive and discuss	Education and its impact on economic development	Course	Oral and written tests
Seventh	3	Receive and discuss	The basic scientific	Course	Oral and written tests
Eighth	3	Receive and discuss	Pedagogy and Methodology in Research and Inquiry	Course	Oral and written tests
Ninth	3	Receive and discuss	National and social foundations	Course	Oral and written tests
Tenth	3	Receive and	Education in	Course	Tests

h		discuss	Islamic Perspective		
Eleventh	3	Receive and discuss	Educational Renewal in Iraq	Course	Tests
Twelfth	3	Receive and discuss	Comprehensive School	Course	EXAMINATIONS
Thirteenth	3	Receive and discuss	Curricular Education	Course	Oral and written tests
Fourteenth	3	Receive and discuss	educational practices	Course	Oral and written tests
Fifteenth	3	Receive and discuss	Women's work inside and outside the home	Course	EXAMINATIONS

• **Course Evaluation**

Distribution of the score of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly and written examinations and reports etc.

The total effort shall be (40), distributed as follows:

- 1. Exam for the first month of (20)**
- 2. Examination of the second month of (15)**
- 3. Student research engagements (5)**

Final Exam - 60 %

• **Learning and Teaching Resources**

Required textbooks (methodology if any)	Plato (1969), The Republic, translated by Hanna Khabbaz, Dar Al-Turath, Beirut. Al-Asam, Abdul Amir (1999), Ibn Rushd and his philosophy between heritage and contemporary , Part 1, Beit Al-Hikma, Baghdad.
Key References (Sources)	Al-Shuwaili, Faisal Abd Manshed (2013), Foundations and Principles of Education.
Recommended supporting	- Lectures on the foundations of education

books and references (scientific journals, reports...)	
Electronic references, websites	

Course Description Environmental Education

• Course Name	
Environmental Education	
• Course Code	
EDH1204	
• Semester/year	
Second Semester of the Academic Year 2023-2024	
• The date of preparing this description	
16/9/2024	
• Available forms of attendance	
In-person, online	
•Number of Credit Hours (Total)Number of Units (Total)	
60 hours / 30 theoretical hours + 30 practical hours/ (45) units during a semester	
•Name of course administrator (if more than one name is mentioned)	
Name: mr. Ahmed Basel Ahmed Email: ahmedbasil91@uoanbar.edu.iq	
•Course Objectives	
Course Objectives	• Introducing students to the importance of environmental education in community life and enhancing their role in preserving the environment. • Enabling students to have environmental awareness and appreciate the impact of individual behaviors on the environment. • Apply environmental concepts in everyday life by adopting environmentally friendly practices. • Developing the skills of preserving public property and promoting a sense of responsibility towards the environment. • Promote positive environmental behavior by encouraging recycling and rationalizing resource consumption. • Spreading environmental awareness in the community through the participation of students in

		environmental campaigns and activities.			
● TEACHING AND LEARNING STRATEGIES					
Strategy		Teaching and learning strategies and methods adopted in the implementation of the program in general - Lecture method - Brainstorming Debating and discussing - Brainstorming - problem-solving method - Active Learning - Cooperative Learning			
● Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2 Theoretical	Understand and interpret environmental education and what its objectives are	Environmental Education: Concept, Importance, Objectives, Principles and Standards	Course	Observation
Second	2 Theoretical	Identify the dimensions of ecology and what are the basic concepts	Ecology ecosystem? Environmental Concepts	Brainstorming	Observation
Third	2 Theoretical	Studying the stages of development of the historical relationship between man	Evolution of the human-environment relationship The Human in the Environment	Active Learning	- Achievement file

		and the environment			
Fourth	2 Theoretical	Developing the concept of environmental pollution Identify environmental problems and pollution	Environmental pollution ECOLOGY AND POLLUTION	COLLABORATIVE LEARNING	Process Reports
Fifth	2 Theoretical	Enhancing individuals' understanding of environmental issues and understanding the importance of protecting nature and environmental resources	Environmental awareness Development and Lack of Environmental Awareness Environmental awareness	Problem Solving	Process Reports
Sixth	2 Theoretical	Defining environmental awareness and its importance. Analyze the impact of environmental awareness	The role of environmental awareness in modifying human environmental behavior Environmental Awareness in Light of Cognitive	method (discussion -)	- Achievement file

		on individual and collective behavior.	Theory		
Seventh	2 Theoretical	Explain the concept of environmental awareness. Linking Environmental Awareness to Cognitive Theory	Environmental Education in the Curriculum Introduction to the Classification of Environmental Education in the Curriculum	Brainstorming	Performance-Based Alternate Evaluation
Eighth	2 Theoretical	Definition of the ecosystem and its components.	ecosystem?	COLLABORATIVE LEARNING	Observation
Ninth	2 Theoretical	Definition of environmental pollution and its types.	Environmental pollution	method (discussion)	An oral exam
Tenth	2 Theoretical	Be familiar with government environmental legislation and policies.	The role of the state in protecting the environment	Brainstorming	Observation
Eleventh	2 Theoretical		Involving the individual in protecting the environment	Active Learning	Observation
Twelfth	2 Theoretical	Learn about strategies to promote	Breeding media and environmental	COLLABORATIVE LEARNING	Performance-Based Alternate

		environmental responsibility in individuals	protection	G	Evaluation
Thirteenth	2 Theoretical	Providing students with environmental concepts in Islam.	Islam and Environmental Conservation	Active Learning	Process Reports
Fourteenth	2 Theoretical	Identify the causes and repercussions of environmental pollution.	ECOLOGY AND POLLUTION	method (discussion)	- Achievement file
Fifteenth	2 Theoretical	Providing students with environmental concepts	Environmental Concepts	Collaborative Learning, Active Learning, Discussion Method	Scientific reports
● Course Evaluation Distribution of the score of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly and written examinations and reports etc. The score of (40) is distributed as follows: 20 exam marks in the first month 15 Second Month Exam Score 5 grades of tasks, activities and student participation Final Exam Score					
● Learning and Teaching Resources					
Required textbooks (methodology if any)			Environmental Education, Dr. Mohammed Saeed Sabarini and Yahya		

	F.Rahan
Key References (Sources)	• UNESCO (2018). issues and trends in sustainable development education (pp. 26-27). Paris, UNESCO ISBN: 978-92-3-100244-1. • Issa, H. A. (2012). Environmental Education Alexandria: Faculty of Education, Alexandria University.
Recommended supporting books and references (scientific journals, reports...)	• NEEF. (2018). Benefits of Environmental Education. https://www.neefusa.org • Curtis, R. (2018). OA guide to outdoor and environmental careers.
Electronic references, websites	• Dar Al-Manzamah Website • 1. OpenAI (2025, February 1). <i>ChatGPT (GPT-4)</i> • https://openai.com

Course Description Arabic

• Course name	
Arabic Language	
• Course Code	
UNV01	
• Semester/year	
Second Semester/First Year/Academic Year 2024-2025	
• 4-The date of preparing this description	
16/9/2024	
• 5-Available forms of attendance	
In-Person	
• Number of Credit Hours (Total)Number of Units (Total)	
30 theoretical hours/ 30 credits	
• Name of course administrator (if more than one name is mentioned)	
Name: Dr. Harith Ibrahim Abdul	
Email: ha_ab100@uoanbar.edu.iq	
• Course Objectives	
Course Objectives	• Introducing students to the objectives and content of the Arabic language • Reading and discussing the reports prepared by the students, identifying the repeated mistakes in writing them previously, and trying to avoid repeating them. • Language skills • Use it to write future reports and research.
• TEACHING AND LEARNING STRATEGIES	
Strategy	Teaching and learning strategies and methods adopted in the implementation of the program in general - Brainstorming Debating and discussing - Brainstorming - problem-solving method - Collaborative learning.

● Course Structure					
Weeks	Hou rs	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2 Hou rs	Students acquire a comprehensive knowledge of Arabic and its sciences	Introductions and background information	Problem Solving	Observation
Seco nd	2 Hou rs	Providing students with the benefit of the Arabic sentence	Parts of speech	Brainstor ming	Observation
Thir d	2 Hou rs	Increase students' knowledge of nominal sentences and their parts	Sections of the verb	Brainstor ming	- Achievemen t file
Fourt h	2 Hou rs	Introducing the student to the change in form and meaning of the nominal sentence	The present tense	COLLAB ORATIVE LEARNIN G	Process Reports
Fifth	2 Hou rs	Providing the student with information about the multiplicity of copies between verbs and letters	parsing/syntax/syntax	Problem Solving	Process Reports
Sixth	2 Hou	Introduce the student to the	The Six Names	method (discussio)	- Achievemen

	rs	actual sentence and its sections, and the difference between them and the nominal			t file
Seventh	2 Hours	Providing students with the reasons that led to the dismissal of the perpetrator by his deputy	Muthanna	Brainstorming	Performance-Based Alternate Evaluation
Eighth	2 Hours	Expand the student's awareness of the waste that completes the actual sentences	Plural of concrete masculine words.	COLLABORATIVE LEARNING	Observation
Ninth	2 Hours	Directing the student to topics that serve in writing research and reports	Gathering the healthy feminine	method (discussion)	Observation
Tenth	2 Hours	Defining the student when to feminize the number and mentioning it according to the rules set	mamnu	Brainstorming	Observation
Eleventh	2 Hours	Providing the student with knowledge about	The five verbs	Active Learning	Observation

		the consequences and how and when to use them			
Twelfth	2 Hours	Instructing students to learn what correct writing looks like	The present tense is impaired by the other	COLLABORATIVE LEARNING	Performance-Based Alternate Evaluation
Thirteenth	2 Hours	Instructing students on how to use the method through which they can communicate what they want without making clerical errors	Number and Count	Active Learning	Process Reports
Fourteenth	2 Hours	Students benefit from memorizing and analyzing a poetic text that varies in rhetorical and graphic methods	Memorizing the Jeweler's Poem (Degla Al-Khair)	Save and retrieve	- Achievement file
Fifteenth	2 Hours	Memorizing a Qur'anic text enables students to pronounce correctly and stay away from stuttering and overlapping	Memorizing 20 ayas from Surat Yusuf	Save and retrieve	- Achievement file

		words			
• Course Evaluation					
Distribution of the score of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly and written examinations and reports etc. The score of (40) is distributed as follows: • 15 First Month Exam Score • 15 Second Month Exam Score • 10 grades of tasks, activities and student participation • Final Exam Score					
• Learning and Teaching Resources					
Required textbooks (methodology if any)					
Key References (Sources)			• Sharḥ 'Alfiyyat Ibn Mālik (Commentary on The Thousand-Line Peom by Ibn Mālik) • Arabic for non-specialists, Abdo Al-Rajhi.		
Recommended supporting books and references (scientific journals, reports...)			•		
Electronic references, websites			• Dar Al-Manzamah Website • <i>. ChatGPT (GPT-4)</i>		

Course Description Arabic

● Course name					
Arabic Language					
● Course Code					
UNV01					
● Semester/year					
Second Semester/Second Year/Academic Year 2024-2025					
● 4-The date of preparing this description					
16/9/2024					
● 5-Available forms of attendance					
In-Person					
● Number of Credit Hours (Total)Number of Units (Total)					
30 theoretical hours/ 30 credits					
● Name of course administrator (if more than one name is mentioned)					
Name: Prof. Dr. Harith Ibrahim Abdul Email: ha_ab100@uoanbar.edu.iq					
● Course Objectives					
Course Objectives		● Introducing students to the objectives and content of the Arabic language ● Reading and discussing the reports prepared by the students, identifying the repeated mistakes in writing them previously, and trying to avoid repeating them. ● Language skills ● Use it to write future reports and research.			
● TEACHING AND LEARNING STRATEGIES					
Strategy		Teaching and learning strategies and methods adopted in the implementation of the program in general - Brainstorming Debating and discussing - Brainstorming - problem-solving method - Collaborative learning.			
● Course Structure					
week s	Hou rs	Required Learning	Unit or subject name	Learning method	Evaluation method

		Outcomes			
First	2	Students acquire a comprehensive knowledge of Arabic and its sciences	Introductions and background information	Problem Solving	Note
Second	2	Providing students with the benefit of the Arabic sentence	Arabic Sentence	Brainstorming	Observation
Third	2	Increase students' knowledge of nominal sentences and their parts	Nominal sentence	Brainstorming	- Achievement file
Fourth	2	Introducing the student to the change in form and meaning of the nominal sentence	Copied Nominal Sentence	COLLABORATIVE LEARNING	Process Reports
Fifth	2	Providing the student with information about the multiplicity of copies between verbs and letters	Duplicators	Problem Solving	Process Reports
Sixth	2	Introduce the student to the actual sentence and its sections, and the	Phrasal verbs	method (discussion -)	- Achievement file

		difference between them and the nominal			
Seventh	2	Providing students with the reasons that led to the dismissal of the perpetrator by his deputy	The Pro Agent	Brainstorming	Performance-Based Alternate Evaluation
Eighth	2	Expand the student's awareness of the waste that completes the actual sentences	Phrasal verbs (Effects, Status, Discrimination)	COLLABORATIVE LEARNING	Observation
Ninth	2	Directing the student to topics that serve in writing research and reports	Trakeeb Content (Inquiry, Condition, Exception)	method (discussion -)	Observation
Tenth	2	Defining the student when to feminize the number and mentioning it according to the rules set	Number and Count	Brainstorming	Observation
Eleventh	2	Providing the student with knowledge about the consequences and how and when to use	Supplements	Active Learning	Observation

		them			
Twelfth	2	Instructing students to learn what correct writing looks like	Written system (Punctuation, nunation, how to write hamza)	COLLABORATIVE LEARNING	Performance-Based Alternate Evaluation
Thirteenth	2	Instructing students on how to use the method through which they can communicate what they want without making clerical errors	How can I write an Arabic text free from clerical and stylistic errors	Active Learning	Process Reports
Fourteenth	2	Students benefit from memorizing and analyzing a poetic text that varies in rhetorical and graphic methods	Memorizing and analyzing Al-Mutanabbi's poem against Saif Al-Dawla Al-Hamd	Save and retrieve	- Achievement file
Fifteenth	2	Memorizing a Qur'anic text enables students to pronounce correctly and stay away from stuttering and overlapping words	Memorizing 25 ayas from Surat Al-Kahf	Save and retrieve	- Achievement file
● Course Evaluation					
Distribution of the score of 100 according to the tasks assigned to the student					

such as daily preparation, daily, oral, monthly and written examinations and reports etc.

The score of (40) is distributed as follows:

- 15 First Month Exam Score
- 15 Second Month Exam Score
- 10 grades of tasks, activities and student participation
- Final Exam Score

• **Learning and Teaching Resources**

Required textbooks (methodology if any)	
Key References (Sources)	• Sharḥ 'Alfiyyat Ibn Mālik (Commentary on The Thousand-Line Peom by Ibn Mālik) • Arabic for non-specialists, Abdo Al-Rajhi.

Course Description Educational Psychology/2

• Course name	
Educational Psychology	
• Course Code	
EHS2201	
• Semester/year	
Second Semester/Second Year/2024-2025	
• The date of preparing this description	
16/09/2024	
• Available forms of attendance	
Lectures	
• Number of Credit Hours (Total)Number of Units (Total)	
45 hours/ 45 units	
• Course administrator's name (if more than one name)	
Name : mrs. Zahra Tarek Batal Email: ed.zahra.tareq@uoanbar.edu.iq	
• Course Objectives	
Course Objectives	• Understand the psychological foundations of the learning and teaching process. • Studying the factors affecting academic achievement and educational behavior. • Analyze individual differences between students and their impact on the educational process. • Using psychological theories to improve teaching strategies. • Apply the principles of motivation and promotion in the educational environment. • Evaluate the role of intelligence and emotions in learning success. • 3- Cultivating students' critical and creative thinking skills and fostering their research capabilities.
• TEACHING AND LEARNING STRATEGIES	
Strategy	Teaching and learning strategies and methods adopted in the implementation of the program in general.

		- Dumping strategy. - Brainstorming Debating and discussing - Cooperative Learning			
● Course Structure					
week s	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	Receive and understand	Learning and education	Dumping strategy.	Oral and written tests
Seco nd	3	Receive and discuss	Characteristics	Brainstor ming Debating and discussing	Oral and written tests
Thir d	3	Receive and discuss	Difference Between Learning and Teaching	Cooperati ve Learning	EXAMINA TIONS
Fourt h	3	Receive and discuss	Factors influencing learning	Dumping strategy.	Oral and written tests
Fifth	3	Receive and discuss	Learning and education	Brainstor ming Debating and discussing	Oral and written tests
Sixth	3	Receive and discuss	- Yes.	Cooperati ve Learning	Oral and written tests
Seve nth	3	Receive and discuss	Artemiy Pavlov	Dumping strategy.	Oral and written tests
Eight h	3	Receive and discuss	Skinner!	Brainstor ming	Oral and written

				Debating and discussing	tests
Ninth	3	Receive and discuss	- Social Learning Theory:	Cooperative Learning	Oral and written tests
Tenth	3	Receive and discuss	Self-efficacy	Dumping strategy.	Tests
Eleventh	3	Receive and discuss	Educational Self-Efficacy	Brainstorming Debating and discussing	Tests
Twelfth	3	Receive and discuss	Gestalt	Cooperative Learning	EXAMINATIONS
Thirteenth	3	Receive and discuss	Learning Concepts	Course	Oral and written tests
Fourteenth	3	Receive and discuss	theory (learning-)	Course	Oral and written tests
Fifteenth	3	Receive and discuss	classroom management	Course	EXAMINATIONS
● Course Evaluation Distribution of the score of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly and written examinations and reports etc. The score of (40) is distributed as follows: 20 exam marks in the first month 15 Second Month Exam Score 5 grades of tasks, activities and student participation Final Exam Score					
● Learning and Teaching Resources					

Required textbooks (methodology if any)	Fundamentals of Educational Psychology Mohieddine Tawfik and Abdul Rahman Adass Educational Psychology, Abdul Majeed Nashawati Educational Psychology Principles of Educational Psychology General Psychology Jamal Al-Alusi
Key References (Sources)	
Recommended supporting books and references (scientific journals, reports...)	- Lectures in Educational Psychology and Learning Theories
Electronic references, websites	

Course Description Descriptive Statistics/2

• Course name	
DESCRIPTIVE STATISTICS	
• Course Code	
EHS2202	
• Term / Year	
Second Semester/Second Year/2024/2025	
• The date of preparing this description	
16/09/2024	
• Available forms of attendance	
Lectures	
• Number of Credit Hours (Total)Number of Units (Total)	
60 hours / 30 theoretical hours + 60 practical hours/ (45) units during a semester	
• Course administrator's name (if more than one name)	
Name : Dr. Elaf Hamid Moussa Email: ed.elaf.hamid@uoanbar.edu.iq	
• Course Objectives	
Course Objectives	• Deepen understanding of the basic concepts of descriptive statistics. • Analyze data using statistical tools • Presenting and presenting data in effective ways such as tables and charts. • The connection between variables will be investigated using correlation analysis. • Recognize probability distributions such as normal distribution. • Apply statistical methods using programs such as Excel and SPSS. • Use statistical results to support decision-making in various areas.
• TEACHING AND LEARNING STRATEGIES	
Strategy	Teaching and learning strategies and methods adopted in the implementation of the program in general. - Dumping strategy.

		- Discussion strategy. - Cooperative Learning			
● Course Structure					
week s	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	Receive and understand	Measure of central tendency	Dumping strategy.	Editorial tests
Second	3	Receive and discuss	Arithmetic mean and its properties	Discussion strategy.	Editorial tests
Third	3	Receive and discuss	Calculation methods (disaggregated data)	Cooperative Learning	Editorial tests
Fourth	3	Receive and discuss	Calculation methods (non-disaggregated data)	Dumping strategy.	Editorial tests
Fifth	3	Receive and discuss	Intermediary and its properties	Discussion strategy.	Editorial tests
Sixth	3	Receive and discuss	Calculation methods (disaggregated data)	Cooperative Learning	Editorial tests
Seventh	3	Receive and discuss	Calculation methods (non-disaggregated data)	Dumping strategy.	Editorial tests
Eighth	3	Receive and discuss	Money and its characteristics	Discussion strategy.	Editorial tests
Ninth	3	Receive and	Calculation	Cooperative	Editorial

		discuss	methods (disaggregated data)	ve Learning	tests
Tenth	3	Receive and discuss	Calculation methods (non-disaggregated data)	Dumping strategy.	Editorial tests
Eleventh	3	Receive and discuss	Backups	Discussion strategy.	Editorial tests
Twelfth	3	Receive and discuss	Deviation from average	Cooperative Learning	Editorial tests
Thirteenth	3	Receive and discuss	Standard Deviation	Dumping strategy.	Editorial tests
Fourteenth	3	Receive and discuss	Pearson correlation coefficient	Discussion strategy.	Editorial tests
Fifteenth	3	Receive and discuss	Spearman correlation coefficient	Cooperative Learning	Editorial tests
● Course Evaluation					
Distribution of the score of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly and written examinations and reports etc. The score of (40) is distributed as follows: 15 First Month Exam Score 15 Second Month Exam Score 10 grades of tasks, activities and student participation Final Exam Score					
● Learning and Teaching Resources					
Required textbooks (methodology if any)			Psychosocial and educational statistics. Abū al-Nīl, Mahmoud al-Sayyid (1987)		

	• Statistics, for the researcher in education and human sciences. Odeh, Ahmed Suleiman and Al-Khalili, Khalil Youssef (1988) • Statistics and Measurement in Education and Psychology, Mansi, Mahmoud Abdel Halim (1989) • Applied Statistics, Awad, Adnan (2009)
Key References (Sources)	
Recommended supporting books and references (scientific journals, reports...)	- Descriptive Statistics Lectures/2
Electronic references, websites	

Description of the course Developmental Psychology/2 (Adolescence)

• Course name	
Developmental Psychology/2 (Adolescence)	
• Course Code	
EHS2203	
• Semester/year	
Second Semester/Second Year/Academic Year 2024-2025	
• The date of preparing this description	
16/9/2024	
• Available forms of attendance	
In-person, online	
• Number of Credit Hours (Total)Number of Units (Total)	
60 hours / 30 theoretical hours + 30 practical hours/ (45) units during a semester	
• Course administrator's name (if more than one name)	
Name : mr. Tayseer Omar Hindi Email: taeser.hnde@uoanbar.edu.iq	
• Course Objectives	
Course Objectives	• Introduce students to developmental psychology – adolescence and its goals. • Providing students with information about the stages of an individual's transition from childhood to adolescence, including changes. • Briefing students on the importance of both genetics and the environment in the process of human development and the extent of its impact on the adolescent if we neglect one aspect and make them aware of the risk of adolescence on the adolescent's personality. • Provide students with a set of mechanisms and methods used by the psychologist in his study of the developmental phenomenon in detail. • Identify adolescent developmental problems and ways to resolve them. • Studying the role of the family in education in

		growth, as stated in the book of Muhammad al-Sadr, The Family in Islam • Guide the student to many developmental problems and ways to follow up and solve them. • Acquire the necessary skills in dealing with adolescents and meeting their needs.			
• TEACHING AND LEARNING STRATEGIES					
Strategy		Teaching and learning strategies and methods adopted in the implementation of the program in general - Brainstorming Debating and discussing - Brainstorming - problem-solving method - Active Learning - Cooperative Learning			
• Course Structure					
weeks	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2 Theoretical 2 Practical	Acquiring concepts about human development	Psychology of adolescence, its importance, meaning of development, meaning of puberty	Problem Solving	Observation
Second	2 Theoretical 2 Practical	Be informed by trends and general principles in child development	Adolescent Characteristics	Brainstorming	Observation
Third	2	Recognize	Explanatory	Active	-

	Theoretical 2 Practical	the importance of genetics and the environment in child development	Theories of Adolescence, Jean Piaget	Learning	Achievement file
Fourth	2 Theoretical 2 Practical	The student's knowledge of how to study the developmental phenomena of the child	Kohlberg's Theory	COLLABORATIVE LEARNING	Process Reports
Fifth	2 Theoretical	Evaluation Process	First month	Tests	Paper/pen.
Sixth	2 Theoretical 2 Practical	Students gain knowledge about changes in the child's developmental process and how to deal with them	Marsha!	method (discussion -)	Preparation of the completion file
Seventh	2 Theor	Students acquire	Hadith 8: Parental Care	Brainstorming	Performance-Based

	etical 2 Practi cal	knowledge about Islam's interest in the family and how to manage it			Alternate Evaluation
Eighth	2 Theor etical 2 Practi cal	Providing knowledge about gender relations as approved by Islam according to specific exceptions (3) exceptions	Physical development in adolescence	COLLAB ORATIVE LEARNIN G	Peer-Based Evaluation
Ninth	2 Theor etical 2 Practi cal	The student acquires knowledge of the importance of the relationship between social institutions and the child	Adolescent and community The role of social institutions in child development	method (discussion -)	Peer-Based Evaluation
Tenth	2 Theor etical	Evaluation Process	Second month	Tests	Paper/pen.

Eleventh	2 Theoretical 2 Practical	Providing knowledge about the nature of the work of social institutions and their role in raising children	Adolescent attitudes and tendencies Factors influencing adolescent attitudes	method (discussion -)	Periodic scientific reports.
Twelfth	2 Theoretical 2 Practical	Provide knowledge about the nature of the work of social institutions for the family and the school	Some adolescent problems DELINQUENCY	Active Learning	Process Reports
Thirteenth	2 Theoretical 2 Practical	Students' knowledge of how peer groups affect the child	Mental development	Active Learning	Process Reports
Fourteenth	2 Theoretical 2 Practical	Students know the importance of the media and how it	Social and Emotional Development of Adolescents	method (discussion -)	- Achievement file

		affects children			
Fifteenth	2 Theoretical 2 Practical	Conducting a final evaluation process for students	A review of the materials in theory and practice	Active Learning	Prepare reports and presentations.
● Course Evaluation Distribution of the score of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly and written examinations and reports etc. The final grade shall be (100), distributed as follows: 1. Exam of the first month of (20) 2. Examination of the second month of (15) 3. Reports and presentations (5) 4. Final Exam - 60 %					
● Learning and Teaching Resources					
Required textbooks (methodology if any)					
Key References (Sources)		• Psychology of Childhood and Adolescence, Al-Alusi, Jamal Hussein (1983) • - Introduction to Evolutionary Psychology, Alwan, Fadia (2003) • - Foundations of Childhood and Adolescence Psychology, Paul et al. (1986)			
Recommended supporting books and references (scientific journals, reports...)		• Development , Childhood and Adolescence by Laura Burke 1996 • Development Through Life: Psychosocial Development by Eric Erikson, 1950			
Electronic references, websites		• Dar Al-Manzamah Website • Shamaa website for educational research and studies.			

Course Description Continuing Education

● Course name					
Continuing education					
● Course Code					
EHS2205					
● Semester/year					
Second Semester/Second Year/Academic Year 2024-2025					
● The date of preparing this description					
16/9/2024					
● Available forms of attendance					
In-Person					
● Number of Credit Hours (Total)Number of Units (Total)					
30 hours / 30 theoretical hours (30) units during a semester					
● Name of course administrator (if more than one name is mentioned)					
Name: Prof. Dr. Salam Sabbar Owner Email: ssmalak@uoanbar.edu.iq					
● Course Objectives					
Course Objectives		● To introduce students to continuing education ● Students should understand what education is, what education is, and what its historical roots are. ● Students should distinguish between teaching and learning. ● The student should apply what he/she has learned in the educational process			
● TEACHING AND LEARNING STRATEGIES					
strategy		Teaching and learning strategies and methods adopted in the implementation of the program in general - Brainstorming Debating and discussing - Brainstorming - problem-solving method - Active Learning - Cooperative Learning			
● Course Structure					
weeks	Require	Unit or	Learning method	Evaluation	Required

	d Learnin g Outcom es	subject name		method	Learning Outcomes
First	2 Theoret ical	Students gain comprehens ive knowledge of continuing education	Continuing Education: Concept, Objectives, Philosophical Origins of Continuing Education, Not in the Service of Society	Problem Solving	Note
Second	2 Theoret ical	Students' understandi ng of continuing education and its historical sequence	Objectives of Continuing Education, Philosophical Origins of Continuing Education	Brainstor ming	Observation
Third	2 Theoret ical	Excellence of Continuing Education Institutions	Continuing Education Institutions, Basic Education	Active Learning	- Achievemen t file
Fourth	2 Theoret ical	Understand the meaning of teaching and learning and what is	Teaching, learning, teaching and training	COLLAB ORATIVE LEARNIN G	Process Reports

		the difference between them			
Fifth	2 Theoretical	Knowing the importance of continuous education	The importance, characteristics and foundations of continuous education	Problem Solving	Process Reports
Sixth	2 Theoretical	Understanding Constant Parenting Obstacles	The Role of Universities in Continuing Education, Advantages and Obstacles of Continu	method (discussion -)	Discussion
Seventh	2 Theoretical	The student's dealings with teaching and learning and what is the difference between them	Self-education , its concept , objectives , methods	Brainstorming	Performance-Based Alternate Evaluation
Eighth	2 Theoretical	The student should learn about the types of self-education	Claire's Individualized Learning Plan, Educational Packages	COLLABORATIVE LEARNING	Observation
Ninth	2	To apply	Programmed	method	Observation

	Theoretical	programmed education in self-education	education, its basic elements, its advantages and disadvantages	(discussion -)	
Tenth	2 Theoretical	Identify learning enhancers	Teaching aids	Brainstorming	Observation
Eleventh	2 Theoretical	Cognitive development away from educational institutions	Distance learning	Active Learning	Observation
Twelfth	2 Theoretical	Learning about correspondence and open education	Correspondence Education, Open Education	COLLABORATIVE LEARNING	Performance-Based Alternate Evaluation
Thirteenth	2 Theoretical	How the elements of the educational process interact	Communication and communication , concept of language and terminology	Active Learning	Process Reports
Fourteenth	2 Theoretical	Contact and Communication:	The importance of communication and communication from a psychological, social and philosophical perspective	method (discussion -)	- Achievement file

Fifteenth	2 Theoretical	The student distinguishes between communication and communication	Types of communication and verbal and non-verbal communication	COLLABORATIVE LEARNING	- Achievement file
• Course Evaluation					
Distribution of the score of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly and written examinations and reports etc. The score of (40) is distributed as follows: • 20 exam marks in the first month • 15 Second Month Exam Score • 5 grades of tasks, activities and student participation • Final Exam Score					
• Learning and Teaching Resources					
Required textbooks (methodology if any)		Continuing Education Book for the Department of Educational and Psychological Sciences			
Key References (Sources)		• Cooperative Education (Theories and Their Applications) by Prof. Dr. Jawdat Ahmed Suad • The basics of designing and producing teaching aids by the author Prof. Dr. Mohammed Mahmoud Al-Haila • Arab Educational Policies by Dr. Nariman Younis Lahloub			
Recommended supporting books and references (scientific journals, reports...)		• The Egyptian Journal of Practical Education/a scientific journal published by the Egyptian Association for Practical Education. • Journal of Studies in Curriculum and Teaching Methods/Scientific journal			

	issued by the Egyptian Association for Curriculum and Teaching.
Electronic references, websites	• Dar Al-Manzamah Website • Shamaa website for educational research and studies.

Course Description of Educational Planning

• Course name	
Educational Planning	
• Course Code	
EDH2204	
• Semester/year	
Second Semester/Second Year/Academic Year 2024-2025	
• The date of preparing this description	
16/9/2024	
• Available forms of attendance	
In-Person	
• • Number of Credit Hours (Total)Number of Units (Total)	
90 hours / 90 theoretical hours + (45) units during a semester	
• Name of course administrator (if more than one name is mentioned)	
Name: Prof. Dr. Muthanna Ismail Turki Email: miturki@uoanbar.edu.iq	
• course objectives	
course objectives	• Understand the basic concepts of educational planning and its tools. • Analyze the needs of the community and students and design educational plans commensurate with those needs. • Clear and measurable targets were essential. • Understand the basics of educational planning at its various stages, and apply it in educational institutions, which helps improve the quality of education and achieve the goals of the educational system. • Design and implement effective educational programs that enhance the quality of the educational process. • Evaluate the effectiveness of educational plans after their implementation and make the necessary adjustments. • Dealing with the challenges and opportunities

		faced by educational planning in diverse educational environments. • Using modern techniques and advanced tools in planning and follow-up.			
• TEACHING AND LEARNING STRATEGIES					
Strategy		Teaching and learning strategies and methods adopted in the implementation of the program in general - Brainstorming Debating and discussing - Brainstorming - problem-solving method - Active Learning - Cooperative Learning			
• Course Structure					
Weeks	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Valuation Method
First	3 Theoretical	Introducing students to the concepts of educational planning: its types, importance	Concepts of educational planning: types, importance	Problem Solving	Testing
Second	3 Theoretical	Providing students with knowledge about the development of educational planning, the most important factors affecting planning	The development of educational planning, the most important factors affecting planning	Brainstorming	Observation
Third	3	Knowledge of	Planning Styles	Active	Process

	Theoretical	planning methods		Learning	Reports
Fourth	3 Theoretical	Identify planning issues	Planning issues	COLLABORATIVE LEARNING	Testing
Fifth	3 Theoretical	Knowledge of quantitative methods of planning, statistics and planning	Quantitative Methods of Planning, Statistics and Planning	Problem Solving	Observation
Sixth	3 Theoretical	Knowledge of educational planning methodology	Educational Planning	method (discussion -)	- Achievement file
Seventh	3 Theoretical	Gain knowledge of the educational map, systems analysis method	Educational map, systems analysis method	Brainstorming	Performance-Based Alternate Evaluation
Eighth	3 Theoretical	Adaptation knowledge and pedagogical planning	Adaptation and Pedagogical Planning	COLLABORATIVE LEARNING	Observation
Ninth	3 Theoretical	Understand teacher preparation planning	Teacher Preparation Planning	method (discussion -)	Testing
Tenth	3 Theoretical	Understand planning for management development	Planning for management development	Brainstorming	Observation
Eleventh	3	Understand	Planning for	Active	-

nth	Theor etical	planning for the development of extracurricular management	the development of extracurricular management	Learning	Achievemen t file
Twelft h	3 Theor etical	Knowledge of the role of planning and problem solving, justifications for educational planning	The role of planning and problem solving, justifications for educational planning	COLLAB ORATIVE LEARNIN G	Performanc e-Based Alternate Evaluation
Thirte nth	3 Theor etical	Reviewing the methods of developing the educational plan, linking planning to the general plan	Methods of developing the educational plan, linking planning to the general plan	Active Learning	Testing
Fourt eenth	3 Theor etical	Knowledge of planning for continuing education, the relationship between education and development	Continuing Education Planning, Relationship between Education and Development	method (discussion -)	Observation
Fiftee nth	3 Theor etical	Knowledge of educational planning in Arab countries	Educational planning in the Arab countries	COLLAB ORATIVE LEARNIN G	- Achievemen t file
● Course Evaluation Distribution of the score of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly and written examinations and					

reports etc.

The score of (40) is distributed as follows:

- 20 exam marks in the first month
- 15 Second Month Exam Score
- 5 grades of tasks, activities and student participation
- Final Exam Score

• **Learning and Teaching Resources**

Required textbooks (methodology if any)	• Educational Planning, Dr. Riad Strack
Key References (Sources)	• Educational Planning, Mohamed Metwally Ghanima. • Educational Planning, Yacoub Nashwan. • Educational Planning, Mohammed Omar Al-Amri.
Recommended supporting books and references (scientific journals, reports...)	• NA
Electronic references, websites	• The website of Dar Al-Manzumah.

Course Description Educational Guidance and Guidance/2

• Course Name	
Psychological Counseling and Educational Guidance/ 2	
• Course Code	
EHS3201	
• Term / Year	
Second Semester/Third Year 2024-2025	
• The date of preparing this description	
16/9/2024	
• Available forms of attendance	
Lectures	
• • Number of Credit Hours (Total)Number of Units (Total)	
30 hours/(2) hours per week/ (30) units during a semester .	
• • Course administrator's name (if more than one name)	
Name : Prof. Dr. Aseel Sabbar Mohammed : E-mail: assel.sabbar@uoanbar.edu.iq	
Name : Miss. Noor Wadah Sati Email: noorwadah0 @uoanbar.edu.iq	
• course objectives	
course objectives	• Introducing students to the concepts of psychological counseling and educational guidance. • Introducing students to the justifications and characteristics of counseling. • Statement of the foundations and principles of guidance. • Explanation and clarification of psychological counseling theories
• TEACHING AND LEARNING STRATEGIES	
strategy	Teaching and learning strategies and methods adopted in the implementation of the program in general - Brainstorming Debating and discussing - Strategy for Guided Exploration. - Brainstorming strategy

● Course Structure					
Fifteenth	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	Receive and understand	Educational counselor plans	Course	Oral and written tests
Second	3	Receive and discuss	Ethics of the profession of educational counseling	Course	Oral and written tests
Third	3	Receive and discuss	Educational counselor plans	Discussion	EXAMINATIONS
Fourth	3	Receive and discuss	Psychological counseling in universities	Course	Real-Time Tests
Fifth	3	Receive and discuss	Tasks of the School Guidance Committee	Course	Tests
Sixth	3	Receive and discuss	Therole of the counselor in dealing with people with special needs Talented outstanding students	Course	Oral examinations
Seventh	3	Receive and discuss	Children with learning disabilities?	Brainstorming	Oral and written tests
Eighth	3	Receive and discuss	Family Counseling	Course	Oral and written tests
Ninth	3	Receive and discuss	Counseling in different stages of	Course	EXAMINATIONS

			education		
Tenth	3	Receive and discuss	When you're a kid, you...	Course	Tests
Eleventh	3	Receive and discuss	Counselling services in the intermediate stage	Course	Tests
Twelfth	3	Receive and discuss	The most prominent problems faced by educational institutions	Course	EXAMINATIONS
Thirteenth	3	Receive and discuss	Anger	Course	Oral and written tests
Fourteenth	3	Receive and discuss	Aggression	Course	Oral and written tests
Fifteenth	3	Receive and discuss	Full review	Course	Written examinations

• **Course Evaluation**

Distribution of the score of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly and written examinations and reports etc.

The total effort shall be (40), distributed as follows:

- **Exam for the first month of (20)**
- **Examination of the second month of (15)**
- **Student research engagements (5)**

Final Exam - 60 %

• **Learning and Teaching Resources**

Required textbooks (methodology if any)	• Psychological Guidance and Counseling, Zahran, Hamed Abdul Salam , 1982 • Paterson, 1981, Theories of Counseling and Psychotherapy , 2nd Edition. • Counseling Mental Health, Sahib Abd Marzouk , Hassan Ali Elsayed 2011
Key References (Sources)	• Counseling Mental Health, Fahim

	Hussein Al-Turaihi, and Hussein Rabie Hammadi. • The Family in Islam, Sayyid Muhammad Muhammad Sadiq Al-Sadr, Dar Al-Basir Library, Beirut.
Recommended supporting books and references (scientific journals, reports...)	
Electronic references, websites	

Course Description Personality Psychology/ 2

● Course Name					
Personality psychology/2					
● Course Code					
EHS3202					
● Semester/year					
Second Semester/Third Year/Academic Year 2024-2025					
● The date of preparing this description					
9/17/2024					
● Available forms of attendance					
In-Person					
● Number of Credit Hours (Total)Number of Units (Total)					
45 hours/ 45 units					
● Course administrator's name (if more than one name)					
Name : prof. Phd Abdul Karim Obaid Juma					
Email: ed.abdulkarim.obeid@uoanbar.edu.iq					
● course objectives					
course objectives		1- To know the objectives of personality theories. 2-To get acquainted with the recent development of theories of personality. 3. Understand how personal theories are interpreted. 4. Understand why theories differ in their personal interpretation. 5-To get acquainted with a variety of the most important theories of personality.			
● TEACHING AND LEARNING STRATEGIES					
strategy		Teaching and learning strategies and methods adopted in the implementation of the program in general - Brainstorming Debating and discussing - Problem solving method - Active Advertising Methods			
● Course Structure					
week s	Hours	Required Learning	Unit or subject name	Learning method	Evaluation method

		Outcomes			
First	2 Theore tical 2 Practic al	Receive and understand	personality theories	Course	Oral and written tests
Seco nd	2Theor etical 2Practi cal	Receive and discuss	Mountain Formation	Course	Oral and written tests
Thir d	2 Theore tical 2 Practic al	Receive and discuss	Membership : Goldstein	Course	EXAMINA TIONS
Fourt h	2Theor etical 2Practi cal	Receive and discuss	Attributes: Gordon Alport	Course	Real-Time Tests
Fifth	2 Theore tical 2 Practic al	Receive and discuss	Theories based on environmental protectionism	Course	Tests
Sixth	2Theor etical 2Practi cal	Receive and discuss	Behavioral Theories	Course	7- Daily exams.
Seve nth	2 Theore tical	Receive and discuss	Theories based on reactive determinism	Course	Oral and written tests

	2 Practic al				
Eighth	2Theor etical 2Practi cal	Receive and discuss	Psychological theories	Course	Oral and written tests
Ninth	2 Theore tical 2 Practic al	Receive and discuss	Adler.	Course	EXAMINA TIONS
Tenth	2 Theore tical 2 Practic al	Receive and discuss	Vroom!	Course	Tests
Eleventh	2Theor etical 2Practi cal	Receive and discuss	google tradiction	Course	Tests
Twelfth	2 Theore tical 2 Practic al	Receive and discuss	Guard: sullivan.	Course	EXAMINA TIONS
Thirteenth	2Theor etical 2Practi cal	Receive and discuss	field theory	Course	Oral and written tests
Fourth	2	Receive and	Kurt Levine :	Course	Oral and

eenth	Theore tical 2 Practic al	discuss	Gestalt		written tests
Fiftee nth	2Theor etical 2Practi cal	Receive and discuss	Self-theory	Course	EXAMINA TIONS

• **Course Evaluation**

Distribution of the score of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly and written examinations and reports etc.

The score of (40) is distributed as follows :

- **20 exam marks in the first month**
- **15 Second Month Exam Score**
- **5 grades of tasks, activities and student participation**
- **Final Exam Score**

• **Learning and Teaching Resources**

Required textbooks (methodology if any)	Personality Psychology: Aziz Hanna and Nazim Hashem Al-Obaidi
Key References (Sources)	- Personality Psychology and Theory: Abdul Karim Obaid - Character :Theory, Evaluation, Research Methods: Naima Al-Shamaa - Personality Theories: Duane Schultz Translation: Al-Karbouli and Al-Qaysi
Recommended supporting books and references (scientific journals, reports...)	- Lectures on personality psychology
Electronic references, websites	

Cognitive psychology

• Course Name	
Cognitive Psychology	
• Course Code	
EHS3203	
• Semester/year	
Second Semester/Third Year/Academic Year 2024-2025	
• The date of preparing this description	
16/9/2024	
• Available forms of attendance	
In-Person	
• Number of Credit Hours (Total)Number of Units (Total)	
30 theoretical hours	
• Name of course administrator (if more than one name is mentioned)	
Name: Prof. Dr. Ammar Awad Farhan Email: ed.ammar.awad@uoanbar.edu.iq	
• course objectives	
course objectives	• Definition of Cognitive Psychology: • Knowledge of the concept of cognitive psychology • Understand the key concepts in cognitive psychology • Understand objectives (general and specific in cognitive psychology • The most important goals of cognitive psychology are to use it in the field of education to organize educational curricula • Informing students about the educational goals and skills of cognitive psychology and their importance in the success of the educational-learning process • Students know the beginnings of cognitive psychology and the justifications for its emergence and its curricula

	• Developing students' information in basic concepts of cognitive psychology such as : Attention - only perception - memory - information processing • Students know how to represent information in the cognitive system. • Students learn about the nature of the thinking process, its characteristics and types . • Students define the concept of (problem solving) and its lack of experience , and its types • .Students demonstrate the following concepts: learning styles – cognitive methods, their nature and classifications . • You know the concept of language, its characteristics, functions, structures, acquisition, and knowledge of thought.
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• **TEACHING AND LEARNING STRATEGIES**

strategy	Teaching and learning strategies and methods adopted in the implementation of the program in general - Brainstorming Debating and discussing - Course - problem-solving method - Active Learning - Cooperative Learning
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• **Course Structure**

Weeks	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Valuation Method
First	2 Theoretical	Introduction to Cognitive Psychology	Cognitive Psychology General Objectives and Principles	Lecture	Written oral tests
Secon	2	Provide	Attention and its	Course	Written oral

d	Theore tical	students with information about the topic of attention	theories		tests
Third	2 Theore tical	Provide students with information on the subject of cognition	Cognition and its theories	Course	Written oral tests
Fourth	2 Theore tical	Recognize the nature of human memory	Memory and its theoretical models	Discussion ,Dialogue , Presentati ons , Collaborat ive Sessions	Written oral tests
Fifth	2 Theore tical	Recognize the nature of forgetting	Forgetfulness and its theories	Discussion ,Dialogue , Presentati ons , Collaborat ive Sessions	Written oral tests
Sixth	2 Theore tical	information processing system	Information processing theory and its basic principles	Course	Written oral tests
Seventh	2 Theore tical	information processing system	information processing system	debate, symposiu m, argument	Written oral tests
Eighth	2	Recognize	Thinking concept	Lecture	Written oral

	Theoretical	the nature of thinking			tests
Ninth	2 Theoretical	Recognize thinking styles	Thinking styles	Lecture	Written oral tests
Tenth	2 Theoretical	Identifying cognitive methods	Cognitive styles	Lecture	Written oral tests
Eleventh	2 Theoretical	Recognize problem-solving strategies	Problem Solving	Lecture	Written oral tests
Twelfth	2 Theoretical	Understanding the nature of language and thinking	Language and Thinking	Discussion , Dialogue , Presentations , Collaborative Sessions	Written oral tests
Thirteenth	2 Theoretical	Clarify the topic of metacognition	metacognition	Lecture	Written oral tests
Fourteenth	2 Theoretical	Learning about human intelligence	The Concept of Emotional Intelligence	Lecture	Written oral tests
Fifteenth	2 Theoretical	Identifying types of intelligence	Types of EQ	Lecture	Written oral tests

● **Course Evaluation**

Distribution of the score of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly and written examinations and reports etc.

The score of (40) is distributed as follows:

• 20 exam marks in the first month • 15 Second Month Exam Score • 5 grades of tasks, activities and student participation • Final Exam Score	
• Learning and Teaching Resources	
Required textbooks (methodology if any)	Cognitive Psychology between Theory and Practice Leif Adnan Yousef Al-Atoum 2015 Amman
Key References (Sources)	• Cognitive Psychology, Memory and Information Coding, Essam Ali Al-Tayeb, Rabie Abdo Rashwan: Cairo, World of Books • Modern groans in cognitive psychology, Shatha Abdel Baqi, Mustafa Muhammad Issa, Amman, Dar Al-Masirah for Publishing and Distribution.
Recommended supporting books and references (scientific journals, reports...)	- Mohammed, Shatha, Issa, Mustafa (2011) Cognitive Psychology at Al-Masirah Publishing House Amman Jordan - Al-Zaghloul, Rafea, Al-Zaghloul, Imad Abdul Rahman (2007) Cognitive Psychology Dar Al-Shorouk Amman Jordan - Sharqawi . Anwar (2003) Contemporary Cognitive Psychology, Anglo-Egyptian Library, 2nd Edition, Egypt
Electronic references, websites	• Dar Al-Manzamah Website • Shamaa website for educational research and studies.

Classroom of Educational Techniques and Educational Technology/2

● Course Name	
Pedagogical and Educational Technologies/2	
● Course Code	
EDH3204	
● Semester/year	
Second Semester/Third Year/2024-2025	
● The date of preparing this description	
16/9/2024	
● Available forms of attendance	
Lectures	
● Number of Credit Hours (Total)Number of Units (Total)	
45 hours/ 45 units	
● Course administrator's name (if more than one name)	
Name : Dr. Majed Latif Abdul Razzaq Email: majid.abdulrazzaq@uoanbar.edu.iq	
● course objectives	
course objectives	● Introducing students to educational techniques and educational technology with origins and history. ● Enlighten students about the importance of educational techniques and educational technology in the educational process. ● Providing students with the skills of using educational techniques and teaching technology in practice.
● TEACHING AND LEARNING STRATEGIES	
strategy	Teaching and learning strategies and methods adopted in the implementation of the program in general, such as: - Collaborative learning strategy. - Project strategy. - Problem-solving strategy. - Exploration strategy. - Survey strategy. - Developed lecture strategy.
● Course Structure	

Weeks	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation Methods
First	3	Receive and understand	Instructional computer and computerized software preparation.	Course	Oral and written tests
Second	3	Receive and discuss	E-learning (synchronous and asynchronous education).	Course	Oral and written tests
Third	3	Receive and discuss	Difference between eLearning and Traditional Education	Course	EXAMINATIONS
Fourth	3	Receive and discuss	Virtual Learning Environment	Course	Real-Time Tests
Fifth	3	Receive and discuss	Smart school solution	Course	Tests
Sixth	3	Receive and discuss	Virtual Classrooms	Course	7- Daily exams.
Seventh	3	Receive and discuss	Video conferencing	Course	Oral and written tests
Eighth	3	Receive and discuss	E-Book	Course	Oral and written tests
Ninth	3	Receive and discuss	Verbal and non-verbal activities.	Course	EXAMINATIONS
Tenth	3	Receive and discuss	class activities	Course	Tests
Eleve	3	Receive and	Objectives of	Course	Tests

nth		discuss	educational activities, types of activities.		
Twelfth	3	Receive and discuss	Activity Areas, Activity Selection Criteria.	Course	EXAMINATIONS
Thirteenth	3	Receive and discuss	Artificial Intelligence	Course	Oral and written tests
Fourteenth	3	Receive and discuss	Technological development in the world	Course	Oral and written tests
Fifteenth	3	Receive and discuss	The Uses of Devices and Multimedia in Education	Course	EXAMINATIONS

● **Course Evaluation**

Distribution of the score of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly and written examinations and reports etc.

The score of (40) is distributed as follows:

- **20 exam marks in the first month**
- **15 Second Month Exam Score**
- **5 grades of tasks, activities and student participation**

Final Exam Score

● **Learning and Teaching Resources**

Required textbooks (methodology if any)	- Daamas, Mustafa Nimr (2011), Learning Technology and Education Computing, Dar Ghida, Amman (Jordan).
Key References (Sources)	- Al-Haila, Mohammed Mahmoud (2014), Educational Technology between Theory and Practice, Dar Al-Masirah for Publishing and

	Distribution, 9th Edition, Amman (Jordan).
Recommended supporting books and references (scientific journals, reports...)	• Al-Freijat, Ghaleb Abdel-Moati (2014), Introduction to Educational Technology, Dar Kunooz Al-Maarefa Al-Ilmiyyah for Publishing and Distribution, 2nd Edition, Jordan – Amman. • Al-Khatib, Lutfi (2013), Teaching Technology and Self-Learning, 1st Edition, Yarmouk University (Jordan). • Mansour, Ahmed Ibrahim (2015), Educational Technology, Janadriyah Publishing and Distribution, 1st Edition, • - Hindawi, Osama Said Ali (2009), Educational Technology and Innovations Technology, World of Books.
Electronic references, websites	- https://www.redsoft.org/Projectdetail.aspx?56 - https://www.noor-book.com/tag

Course Description Scientific Research Methodology

• Course Name	
Academic research	
• Course Code	
EDH3206	
• Semester/year	
Second Semester/Third Year/Academic Year 2024-2025	
• 4-The date of preparing this description	
16/9/2024	
• 5-Available forms of attendance	
In-person, online	
• • Number of Credit Hours (Total)Number of Units (Total)	
60 hours / 30 theoretical hours + 60 practical hours/ (45) units during a semester	
• Name of course administrator (if more than one name is mentioned)	
Name: Prof. Dr. Fouad Mohamed Freih	
Email: ed.fuad.muhammad@uoanbar.edu.iq	
• course objectives	
course objectives	• Introducing students to the objectives and content of the scientific research curriculum. • Provide students with practical aspects and individual or group applications on how to write scientific research. • Developing students' research skills in the field of research writing and following the scientific methodological steps in writing scientific research. • Acquiring the necessary skills to write scientific research and adhering to the ethics of scientific research.
• TEACHING AND LEARNING STRATEGIES	
strategy	Teaching and learning strategies and methods adopted in the implementation of the program in general - Brainstorming Debating and discussing

		- Brainstorming - problem-solving method - Active Learning - Cooperative Learning			
● Course Structure					
week s	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Valuation Method
First	1 Theor y 4 Practic al	Students acquire a comprehensi ve knowledge of scientific research	Scientific research, the importance of scientific research Google Scholar	Problem Solving	Note
Seco nd	1 Theor y 4 Practic al	Providing students with the basics of scientific research	Assumptions underlying the scientific method In Scientific Research	Brainstor ming	Observation
Thir d	1 Theor y 4 Practic al	Developing the skills of the student Scientific research	The Importance and Objectives of Research	Active Learning	- Achievemen t file
Fourt h	1 Theor y 4 Practic al	Developing the skill of planning scientific research	Research Methods	COLLAB ORATIVE LEARNIN G	Process Reports
Fifth	1 Theor	Developing the skill of	Historical method	Problem Solving	Process Reports

	y 4 Practic al	writing scientific research			
Sixth	1 Theor y 4 Practic al	Developing the skill of implementati on and application of scientific research	Descriptive Approach	method (discussio)	- Achievemen t file
Seve nth	1 Theor y 4 Practic al	Following up the process of writing the scientific research	Experimental Approach	Brainstor ming	Performanc e-Based Alternate Evaluation
Eight h	1 Theor y 4 Practic al	Following up the process of evaluating the student during the writing of the scientific research	Academic Research	COLLAB ORATIVE LEARNIN G	Observation
Ninth	1 Theor y 4 Practic al	Following up the process of writing the scientific research	Interpreting Results and Report Writers	method (discussion -)	Observation
Tent h	1 Theor y	Following up the process of evaluating	Research Tools	Brainstor ming	Observation

	4 Practic al	the student after writing the scientific research			
Eleve nth	1 Theor y 4 Practic al	Following up the process of evaluating the skills and competencies necessary to write scientific research	Sample	Active Learning	Observation
Twelf th	1 Theor y 4 Practic al	Following up the performance evaluation process for the student after writing the scientific research	Statistics and branches of statistics	COLLAB ORATIVE LEARNIN G	Performanc e-Based Alternate Evaluation
Thirt eenth	1 Theor y 4 Practic al	Identifying the problems faced by the student while writing the research	How to write a scientific paper	Active Learning	Process Reports
Fourt eenth	1 Theor y 4 Practic al	Analyzing the problems facing the student in writing scientific	13. Results and Discussion	method (discussion -)	- Achievemen t file

		research and ways to address them			
Fifteenth	1 Theory 4 Practical	Developing the student's abilities to write scientific research	Sources of research, references and appendices	COLLABORATIVE LEARNING	- Achievement file

• **Course Evaluation**

Distribution of the score of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly and written examinations and reports etc.

The score of (40) is distributed as follows:

- **20 exam marks in the first month**
- **15 Second Month Exam Score**
- **5 grades of tasks, activities and student participation**
- **Final Exam Score**

• **Learning and Teaching Resources**

Required textbooks (methodology if any)	
Key References (Sources)	• Introduction to the Scientific Research Methodology/ Rahim Younis Al-Azzawi Al Manhal Series in Educational Sciences
Recommended supporting books and references (scientific journals, reports...)	• Scientific Research Methods/ Aziz Daoud/Osama Al-Mashreq Cultural House
Electronic references, websites	• Dar Al-Manzamah Website • Shamaa website for educational research and studies.

Course Description of Inferential Statistics/2

• Course Name:	
Deductive statistics 2	
• Course Code	
EHS3207	
• Semester/year	
Second Semester/Third Year/ 2024/2025	
• 4-The date of preparing this description	
16/9/2024	
• 5-Available forms of attendance	
Lectures	
• • Number of Credit Hours (Total)Number of Units (Total)	
45 hours/ 45 credits	
• Course administrator's name (if more than one name)	
Name: Miss. Noor Raji Mohamed Email: noor.raji@uoanbar.edu.iq	
• course objectives	
course objectives	1. Preparing sufficient staff in the field of educational and psychological sciences in Iraq and regionally 2. Contribute to the development of staff working in the field of educational and psychological sciences and their various branches in state institutions and departments 3. Spreading linguistic awareness and holding awareness seminars in this field. 4. Trying to deliver the material in the easiest way, and spreading the culture of e-learning (distance learning) 5. Understanding and clarifying the materials according to the vocabulary of the curriculum
• TEACHING AND LEARNING STRATEGIES	
strategy	Teaching and learning strategies and methods adopted in the implementation of the program in general, such as: - Discussion and interaction strategy.

		- Brainstorming strategy. - Exploration strategy. - Strategy for Collective Activities and Duties			
● Course Structure					
week s	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation Methods
First	3	Receive and understand	Variance Analysis - Why a Variance Analysis is Used	Discussion +Practical	Oral and written tests
Second	3	Receive and discuss	Characteristics and methods of calculating them for equal and different samples	Discussion +Practical	Oral and written tests
Third	3	Receive and discuss	Post Comparisons - Toki Method	Discussion +Practical	EXAMINATIONS
Fourth	3	Receive and discuss	Cheviot’s method of equal samples	Discussion +Practical	Real-Time Tests
Fifth	3	Receive and discuss	Chevier's method for unequal samples	Discussion +Practical	Tests
Sixth	3	Receive and discuss	Chi-square test – Characteristics and calculation methods	Discussion +Practical	7- Daily exams.
Seventh	3	Receive and discuss	Chi-square test for good conformance	Discussion +Practical	Oral and written tests
Eighth	3	Receive and discuss	Chi-square Test	Test	Oral and written tests

Ninth	3	Receive and discuss	Chi-square precautions and ways to address them	Discussion + Practical	EXAMINATIONS
Tenth	3	Receive and discuss	Kolmogorov test Samir Nouf	Discussion + Practical	Tests
Eleventh	3	Receive and discuss	Mann-Whitney test to test hypotheses for two independent samples	Discussion + Practical	Tests
Twelfth	3	Receive and discuss	Mann-Whitney test to test hypotheses for two independent samples	Discussion + Practical	EXAMINATIONS
Thirteenth	3	Receive and discuss	Wolcoxin test to test hypotheses for two correlated samples	Discussion + Practical	Oral and written tests
Fourteenth	3	Receive and discuss	Wolcoxin test to test hypotheses for two correlated samples	Discussion + Practical	Oral and written tests
Fifteenth	3	Receive and discuss	Kruskal-Wallis test to test hypotheses for more than two samples	Test	EXAMINATIONS
● Course Evaluation Distribution of the score of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly and written examinations and reports etc.					

The score of (40) is distributed as follows:

- 20 exam marks in the first month
- 15 Second Month Exam Score
- 5 grades of tasks, activities and student participation

Final Exam Score

• Learning and Teaching Resources

Required textbooks (methodology if any)	- For Psychosocial and Educational Statistics, Abu Al-Nabil, Mahmoud Al-Sayed 1987 - Statistics for Researcher in Education and Human Sciences, Odeh, Ahmed, Suleiman and Al-Khalili 1988 - Statistics in Measurement and Psychology/ Mahmoud, Abdul Halim 1989
Key References (Sources)	• Quirk, Randolph. <i>A university grammar of English</i>. Pearson Education India.
Recommended supporting books and references (scientific journals, reports...)	- Lectures in deductive reasoning
Electronic references, websites	

The course class is on the economics of education

• Course Name	
Educational Economics	
• Course Code	
EHS4201	
• Semester/year	
Second Semester/Fourth Year/2024-2025	
• 4-The date of preparing this description	
16/9/2024	
• 5-Available forms of attendance	
Lectures	
• Number of Credit Hours (Total)Number of Units (Total)	
45 hours / 45 study units	
• Course administrator's name (if more than one name)	
Name : Dr. Abdul Mohammed Ghaidan	
Email:ed.abd.mohammed@uoanbar.edu.iq	
• course objectives	
course objectives	• Learn about the concept of the economics of education • Identify the reasons for the emergence of learning economics • Identify the statement of productivity efficiency in education • Learn about investing in learning • Quality education and its impact on economic development.
• TEACHING AND LEARNING STRATEGIES	
	Teaching and learning strategies and methods adopted in the implementation of the program in general - Induction and Measurement Strategy. - Brainstorming Debating and discussing - Brainstorming - problem-solving method - Active Learning

- Cooperative Learning					
● Course Structure					
week s	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Valuation Method
First	3	Receive and understand	Economics of Learning, Concept and Development	Lecture	Oral Tests -2
Seco nd	3	Receive and understand	Relation in the economics of education and other sciences	Lecture	Editorial tests
Thir d	3	Receiving and Discussing	Education and economic growth	Lecture	Oral Tests -2
Fourt h	3	Receiving and Discussing	Concept and economic growth	Lecture	EXAMINAT IONS
Fifth	3	Receive and understand	Stages of economic growth	Lecture	Oral Tests -2
Sixth	3	Receive and apply	Economic Growth	Lecture	Oral Tests -2
Seve nth	3	Receiving and Discussing	Economic Development	Lecture	Oral Tests -2
Eight h	3	Receiving and Discussing	The relationship between education and development	Lecture	Oral Tests -2
Ninth	3	Receive and apply	Learning Proceeds	Lecture	Oral Tests -2
Tent h	3	Receive and apply	Productive efficiency and concept	Lecture	Oral Tests -2
Eleve nth	3	Receive and apply	Internal and external	Lecture	Editorial tests

			production efficiency		
Twelfth	3	Receive and apply	To invest in human and intellectual capital.	Lecture	Editorial tests
Thirteenth	3	Receive and apply	Quality in Learning	Lecture	Editorial tests
Fourteenth	3	Receive and apply	Methods of measuring production efficiency	Lecture	EXAMINATIONS
Fifteenth	3	Receive and apply	The factors that led to increased attention to quality and education	Lecture	The practical application of what we learned
• Course Evaluation Distribution of the score of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly and written examinations and reports etc. The score of (40) is distributed as follows: 20 exam marks in the first month 15 Second Month Exam Score 5 grades of tasks, activities and student participation Final Exam Score					
• Learning and Teaching Resources					
Required textbooks (methodology if any)			Balsam Ahmed Ali Al-Samarrai, Learning Economics, Iraq, Baghdad, 2015		
Key References (Sources)			Abdeen Mahmoud Abbas, Educational Economics, Amman, 1987		
Recommended supporting books			Habib Mosaddegh Jameel, Education		

and references (scientific journals, reports...)	and Economic Development, Baghdad, Publishing House, 1981
Electronic references, websites	

Course Description Measurement and Evaluation/2

• Course Name	
Measurement and evaluation:	
• Course Code	
EHS4202	
• Semester/year	
Second Semester/Fourth Year/Academic Year 2024-2025	
• The date of preparing this description	
16/9/2024	
• Available forms of attendance	
In-Person	
• Number of Credit Hours (Total)Number of Units (Total)	
45 theoretical hours/ (45) units during the semester	
• Course administrator's name (if more than one name)	
Name : Dr. Bilal Tarek Hussein Al Shujairi Email: Bthussain@uoanbar.edu.iq	
• course objectives	
course objectives	- Mention the characteristics of a good test. - Identifies appropriate validity with achievement tests. - It distinguishes experimental honesty from other types of honesty. - Knows the relationship between honesty and consistency - Mention the most important factors affecting stability. - Distinguish between types of stability - Defines objectivity - Educational Totalitarianism - Knows non-experimental means. - Knows steps for regular observation - Identifies components of grading scales - Distinguish between types of appreciation ladders.

		● Knows the school card			
● TEACHING AND LEARNING STRATEGIES					
strategy		Teaching and learning strategies and methods adopted in the implementation of the program in general - Brainstorming Debating and discussing - Brainstorming - problem-solving method - Active Learning - Collaborative learning.			
● Course Structure					
week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Valuation Method
First	3	Receive and understand	Specifications of a good test (apparent validity, its names, indications)	Course	Oral and written tests
Second	3	Receive and discuss	Validity (empirical factors, types and indicators of its inference	Course	Oral and written tests
Third	3	Receive and discuss	Persistence and its relationship to validity and its types (retesting)	Course	EXAMINATIONS
Fourth	3	Receive and discuss	Types of stability (equilibrium image method, half-split method.	Course	Real-Time Tests

Fifth	3	Receive and discuss	Factors influencing the calculation of stability and criteria for judging the value of the stability coefficient	Course	Tests
Sixth	3	Receive and discuss	Test methods are understood and important in evaluating student achievement	Course	7- Daily exams.
Seventh	3	Receive and discuss	Observation (its concept, advantages, disadvantages, types)	Course	Oral and written tests
Eighth	3	Receive and discuss	Steps to make an observation	Course	Oral and written tests
Ninth	3	Receive and discuss	Appreciation lists, their advantages and the way they are built	Course	EXAMINATIONS
Tenth	3	Receive and discuss	Appreciation Metrics Features and Steps to Build Them	Course	Tests
Eleventh	3	Receive and discuss	Types of estimation ladders and the advantages and disadvantages of	Course	Tests

			each type		
Twelfth	3	Receive and discuss	Verbal Contrast Ladder, its features and steps to build it	Course	EXAMINATIONS
Thirteenth	3	Receive and discuss	Difference between educational measurement and estimation tools	Course	Oral and written tests
Fourteenth	3	Receive and discuss	The school card, its features, contents and benefits	Course	Oral and written tests
Fifteenth	3	Receive and discuss	Written test	Paper/pen.	EXAMINATIONS

● **Course Evaluation**

Distribution of the score of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly and written examinations and reports etc.

The final grade shall be (100), distributed as follows:

1. Daily preparation and report writing (5)
2. First Month Exam (20)
3. Second Month Exam (15)
- Final Exam - 60 %

● **Learning and Teaching Resources**

Required textbooks (methodology if any)	
Key References (Sources)	Evaluation and Measurement, by Mustafa Mahmoud Al-Imam, Anwar Hussein Abdul Rahman and Sabah Hussein Al-Ajili.
Recommended supporting books and references (scientific journals,	● Allam, Salah al-Din Mahmoud (2000). Educational and psychological measurement and evaluation, its basics,

reports...)	applications and contemporary guidance. 1F Cairo: Dar Al-Fikr Al-Arabi. • Allam, Salah al-Din Mahmoud (2014). Educational and psychological tests and measures. I4 Amman: Dar Al Fikr for Publishing and Distribution. • Allam, Salahuddin Mahmoud .(2007). Educational measurement and evaluation in the teaching process. 1F UNTRANSLATED_CONTENT_STAR. • Ayal, Yassin Hamid, and Jassim, Khaled Jamal (2014): Educational Evaluation and its Future Directions in the Teaching Process, 1st Edition, Al-Yamamah Office for Printing and Publishing, Baghdad.
Electronic references, websites	• Shamaa website for educational research and studies.

The class of the course is the philosophy of education

• Course Name	
philosophy of education	
• Course Code	
EHS4203	
• Semester/year	
Second Semester/Fourth Year/2024-2025	
• The date of preparing this description	
16/09/2024	
• Available forms of attendance	
Lectures	
• Number of Credit Hours (Total)Number of Units (Total)	
60 hours / 30 theoretical hours + 30 practical hours/ (45) units during a semester	
• Course administrator's name (if more than one name)	
Name : Dr. Omar Khalaf Rasheed Email: okrashed@uoanbar.edu.iq	
• course objectives	
course objectives	• Introducing the student to what philosophy is, its importance and its most important areas • The student should get acquainted with the concepts related to education and philosophy. • The student should acquire the skills of linking education to philosophy. • To identify positive trends towards the teaching profession and contemporary educational trends. • Developing the student's ability to realize the nature of the relationship between philosophy and education. • Educating the student about the importance of studying the philosophy of education in preparing the educational situation and achieving the goals of education • Enlightening the student about some of the issues involved in the philosophy of education from the

		point of view of some philosophical trends. • Training the student in scientific and philosophical thinking and using it to address educational issues • Enabling the student to learn about the educational philosophy in Iraqi society.			
• TEACHING AND LEARNING STRATEGIES					
Strategy		Teaching and learning strategies and methods adopted in the implementation of the program in general, including: - Brainstorming Debating and discussing - Brainstorming - problem-solving method - Active Learning - Cooperative Learning			
• Course Structure					
Weeks	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation Methods
First	2 Theoretical 2 Practical	Introducing the student to the basics of education, its objectives and its necessity	Introducing the concept of education as a language, education as a term, its objectives, and its necessity.	Lecture and Discussion Style	Discussion and exchange of views
Second	2 Theoretical 2 Practical	Introducing the student to the relationship between philosophy and education	The concept of the philosophy of education and the relationship between philosophy and education	Lecture and Discussion Style	Discussion and exchange of views
Third	2 Theoretical	Introducing the student to	The concept of the philosophical	Lecture and	Discussion and

d	tical 2 Practic al	the philosophical origins of education	origins of education	Discussio n Style	exchange of views
Fourt h	2 Theore tical 2 Practic al	Introducing the student to scientific study and the importance of the philosophy of education	The importance of studying the philosophical origins of education.	Lecture and Discussio n Style	Discussion and exchange of views
Fifth	2 Theore tical 2 Practic al	Introducing the student to the concept of ideal philosophy and its educational applications.	Ideal philosophy and its pedagogical applications.	Lecture and Discussio n Style	Discussion and exchange of views
Sixth	2 Theore tical 2 Practic al	Introducing the student to the concept of realism philosophy and its educational applications	Realistic philosophy and its educational applications	Lecture and Discussio n Style	Participati on and discussion
Seve nth	2 Theore tical 2 Practic al	Introducing the student to the concept of pragmatic philosophy and its educational	Pragmatic Philosophy and its Educational Applications	Lecture and Discussio n Style	Participate in presentatio n and discussion

		applications			
Eight h	2 Theore tical 2 Practic al	Testing students' skills	Written exam	Asking written questions	Individual Performan ce
Ninth	2 Theore tical 2 Practic al	Introducing the student to the concept of existential philosophy and its educational applications.	Existential philosophy and its educational applications.	Lecture and Discussio n Style	Participati on and discussion
Tent h	2 Theore tical 2 Practic al	Introducing the student to natural philosophy and its educational applications.	natural philosophy and its pedagogical applications.	Lecture + Classroom Discussio ns	Discussion and exchange of views
Eleve nth	2 Theore tical 2 Practic al	Introducing the student to the concept of natural philosophy and its educational applications.	Islamic Philosophy and its Educational Applications.	Lecture and Discussio n Style	Discussion and exchange of views
Twelf th	2 Theore tical 2	Introducing the student to some philosophical	Studying some contemporary philosophical issues.	Lecture and Discussio n Style	Discussion and exchange of views

	Practical	issues.			
Thirteenth	2 Theoretical 2 Practical	Introducing the student to the educational philosophy in Iraqi society	Educational Philosophy in Iraqi Society	Lecture and Discussion Style	Discussion and exchange of views
Fourteenth	2 Theoretical 2 Practical	The student's definition of some philosophical trends	The philosophy of education from the point of view of some philosophical trends	Lecture and Discussion Style	Discussion and exchange of views
Fifteenth	2 Theoretical 2 Practical	Testing students' skills	Written exam	Asking written questions	Individual Performance

• **Course Evaluation**

Distribution of the score of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly and written examinations and reports etc.

The total effort shall be (40), distributed as follows:

- **Exam for the first month of (20)**
- **Examination of the second month of (15)**
- **Student research engagements (5)**
- **Final Exam - 60 %**

• **Learning and Teaching Resources**

Required textbooks (methodology if any)

- **Philosophy of Education, Dr. Meqdad Al-Dabbagh, Baghdad, 2013**
- **Philosophy of Education,**

	D0Ibrahim Nasser, Dar Al-Tali 'ah, Amman, 2004
Key References (Sources)	• Philosophy of Education, Mohamed Farhan Globe, Cairo, 1988 • The Family in Islam, Sayyid Muhammad al-Sadr, Dar Al-Basir Library, Beirut. 2010
Recommended supporting books and references (scientific journals, reports...)	
Electronic references, websites	

The course of scientific education/ observation

• Course Name	
Practical Education	
• Course Code	
EDH4204	
• Semester/year	
Second Semester/Fourth Year/Academic Year 2024-2025	
• 4-The date of preparing this description	
16/9/2024	
• 5-Available forms of attendance	
In-person, online	
• • Number of Credit Hours (Total)Number of Units (Total)	
60 hours / 30 theoretical hours + 60 practical hours/ (45) units during a semester	
• Name of course administrator (if more than one name is mentioned)	
Name: Prof. Yasser Khalaf Rasheed Email: dr.yasir.alshojairi@uoanbar.edu.iq	
• course objectives	
course objectives	• Introducing students to the objectives and content of practical education - application. • Provide students with practical aspects and individual or group applications of teaching in the field of educational and psychological sciences. • Follow up the students applied in schools and put them in a real learning environment. • Developing practical teaching skills, such as lesson planning, classroom management, and student performance evaluation. • Developing the professional personality of the student teacher through direct practice and interaction with the school environment. • Review and discuss evaluation reports of the school application in previous years and guide students to read the necessary books and

		references to help carry out the tasks of the school application. ● Acquire the skills necessary for successful teaching and adhere to the ethics of education.			
● TEACHING AND LEARNING STRATEGIES					
strategy		Teaching and learning strategies and methods adopted in the implementation of the program in general - Brainstorming Debating and discussing - Brainstorming - problem-solving method - Active Learning - Cooperative Learning			
● Course Structure					
week s	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Valuation Method
First	1 Theor y 4 Practic al	Students acquire a comprehensive knowledge of practical education	Practical Education: Concept, Importance, Objectives, Principles and Standards	Problem Solving	Note
Seco nd	1 Theor y 4 Practic al	Providing students with the basics of practical application	Practical Application: Concept, Objectives, Tasks	Brainstor ming	Observation
Thir d	1 Theor y 4 Practic	Developing the skills of the student applied in the	Qualities of the Applicant: Rights, Duties, Tasks and Ethics of Applicable	Active Learning	- Achievemen t file

	al	educational process	Student		
Fourth	1 Theory 4 Practical	Developing the planning skill of the student applied in practical education	Planning in Practical Education	COLLAB ORATIVE LEARNIN G	Process Reports
Fifth	1 Theory 4 Practical	Developing the skill of supervision and follow- up of the student applied in practical education	Supervision and follow-up in practical education	Problem Solving	Process Reports
Sixth	1 Theory 4 Practical	Developing the implementati on and application skill of the student applied in practical education	Implementation and application in practical education	method (discussion -)	- Achievemen t file
Seventh	1 Theory 4 Practical	Follow up the process of evaluating the applied student from the point of	Student evaluation applied from the point of view of (teaching the subject)	Brainstor ming	Performanc e-Based Alternate Evaluation

		view of (teaching the subject)			
Eight h	1 Theor y 4 Practic al	Follow up the process of evaluating the applied student from the point of view of (the scientific supervisor)	Student evaluation applied from the point of view of (scientific supervisor)	COLLAB ORATIVE LEARNIN G	Observation
Ninth	1 Theor y 4 Practic al	Follow up the process of evaluating the applied student from the point of view of (the educational supervisor)	The student's assessment applied from the point of view of (the educational supervisor)	method (discussion -)	Observation
Tenth h	1 Theor y 4 Practic al	Follow up the process of evaluating the student applied from the point of view of (the subject teacher at the school, the school administratio n)	Student evaluation applied from the point of view of (school subject teacher, school administration)	Brainstor ming	Observation

Eleventh	1 Theory 4 Practical	Follow up the process of evaluating the skills and competencies of the applied student	Assessment of skills and competencies of the applied student	Active Learning	Observation
Twelfth	1 Theory 4 Practical	Follow up the performance evaluation process for the applied student	Applied Student Performance Evaluation	COLLABORATIVE LEARNING	Performance-Based Alternate Evaluation
Thirteenth	1 Theory 4 Practical	Identify the problems faced by the applied student during the application process	Identify the problems faced by the applied student during the application process	Active Learning	Process Reports
Fourteenth	1 Theory 4 Practical	Analysis of the problems facing the applied student and ways to address them	Analysis of the problems facing the applied student and ways to address them	method (discussion -)	- Achievement file
Fifteenth	1 Theory 4	Developing the student's abilities to write a	Writing a report on the application in secondary schools	COLLABORATIVE LEARNING	- Achievement file

	Practical	report on the application in secondary schools			
Course Evaluation					
Distribution of the score of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly and written examinations and reports etc. The score of (40) is distributed as follows: 20 exam marks in the first month 15 Second Month Exam Score 5 grades of tasks, activities and student participation Final Exam Score					
Learning and Teaching Resources					
Required textbooks (methodology if any)					
Key References (Sources)			Practical education and its applications in preparing the future teacher, Prof. Dr. Mohsen Ali Attia and Prof. Dr. Abdul Rahman Al-Hashimi. Practical education between theory and practice A contemporary vision to prepare future teachers in the light of the ethics of the teaching profession and the skills of the twenty-first century, Prof. Dr. Yasser Khalaf Rashid Al-Shujairi, and Prof. Dr. Haider Abdul Karim Al-Zuhairi		
Recommended supporting books and references (scientific journals, reports...)			The Egyptian Journal of Practical Education/a scientific journal published by the Egyptian Association for Practical Education. Journal of Studies in Curriculum and Teaching Methods/Scientific journal		

	issued by the Egyptian Association for Curriculum and Teaching.
Electronic references, websites	• Dar Al-Manzamah Website • Shamaa website for educational research and studies.