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

Guide to the Academic Program and Curriculum for Graduate Studies 2025-2026

Introduction:

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

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

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

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

Concepts and Terminology:

- **Academic Program Description:** The academic program description provides a concise summary of its vision, mission, and objectives, including a precise description of the targeted learning outcomes based on specific learning strategies.

- **Course Description:** Provides a concise summary of the most important characteristics of the course and the expected learning outcomes for the student to achieve, demonstrating whether they have made the most of the available learning opportunities, and is derived from the program description.

- **Program Vision:** An ambitious image for the future of the academic program to be a developed, inspiring, motivating, and applicable program.

- **Program Mission:** Briefly clarifies the objectives and activities necessary to achieve them, and defines the program's development paths and directions.

- **Program Objectives:** These are statements that describe what the academic program intends to achieve within a specific timeframe and are measurable and observable.

- **Curriculum Structure:** All courses/study materials included in the academic program according to the adopted learning system (semester, annual, Bologna track), whether they are a requirement (ministry, university, college, scientific department) with the number of credit hours.

- **Learning Outcomes:** A consistent set of knowledge, skills, and values acquired by the student after successfully completing the academic program, and the learning outcomes for each course must be defined in a way that achieves the program's objectives.

- **Teaching and Learning Strategies:** These are the strategies used by the faculty member to develop student teaching and learning, and they are plans followed to achieve learning objectives, meaning they describe all in-class and out-of-class activities to achieve the program's learning outcomes.

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

Academic Program Specification Form
For the Colleges

University: University Of Anbar
College: College of Education for Humanities
Department: Department of Educational and Psychological Sciences
Date Of Form Completion: 1/9/2025

Dean's Asst. For scientific affairs: Prof. Ahmed Fleih Fayyad (PhD)
Date: 1/9/2025
Signature:

Head of Dept. Prof. Yasir Khalaf Rashid AL-Shujairi (PhD)
Date: 1/9/2025
Signature:

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

Date : 1/9/2025
Signature

Dean's Approval
Dean 's Name: Prof. Taha Ibrahim Shibeeb (PhD)
Date : 1/9/2025
Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

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

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

The program aims to:

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

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

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

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

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

A. Knowledge and Understanding

A1. To acquire comprehensive knowledge in the field of educational and psychological sciences and work towards advancing in both educational and research aspects in line with the requirements of sustainable development, digital revolution, and keeping pace with rapid global advancements.

A2. To learn educational and psychological knowledge that enables one to have the ability to understand and scientifically perceive the truth, conduct research and investigation, and acquire skills in critical thinking and logical reasoning to dedicate the principle of learning for knowledge towards reaching the truth.

A3. To actively participate in knowledge production and employ more knowledge, information, and skills that enable one to gain experience and professionalism, and to prioritize their life in order to establish the principle of learning for work.

A4. To possess a high level of specialised knowledge that supports critical analysis and concept synthesis in the fields of educational and psychological sciences.

A5. To engage in self-learning skills through lifelong learning and continuous professional development.

B. Subject-specific skills

B1. To possess effective communication skills, the ability to manage teamwork and lead others.

B2. To demonstrate advanced personal skills in academic and professional life, including clarity of vision, flexibility, adaptability, initiative, and other personal skills.

B3. To demonstrate mastery and skilled application of specialized and general knowledge in diverse professional contexts.

B4. To demonstrate the ability to solve problems and make appropriate decisions in different contexts by using analytical methods, reasoning, and searching for multiple and innovative solutions among others.

B5. To possess skills for the effective, responsible, and secure use of modern technologies in academic and professional life through the employment of analytical evaluation methods and application of information and data from various sources to meet their specialized and professional needs.

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

C1 - Demonstrates responsible awareness of the impact of their behaviors within societal and legal frameworks.

C2 - Embodies Islamic values and national identity in their academic and societal behaviors.

C3 - Actively contributes to activities that enhance the development of the university and local community.

C4 - Adheres to professional ethics through integrity, discipline, and appreciation of diversity.

C5 - Applies educational principles that enhance their role in society according to the principle of coexistence and value pluralism.

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

innovative scientific strategies.	
B5 - Uses modern technologies safely and effectively to analyze data and meet professional requirements.	E-learning, mastery learning, self-learning
Affective and Values Outcomes (Learning Outcomes)	**Appropriate Teaching and Learning Methods**
G1 - Demonstrates responsible awareness of the impact of their behaviors within societal and legal frameworks.	Self-learning, inductive learning, collaborative learning
G2 - Embodies Islamic values and national identity in their academic and societal behaviors.	Self-learning, active learning, collaborative learning
G3 - Actively contributes to activities that promote the development of the university and local community.	Active learning, collaborative learning, blended learning
G4 - Adheres to professional ethics through integrity, discipline, and appreciation of diversity.	Self-learning, mastery learning, inductive learning
G5 - Applies educational principles that enhance their role in society according to the principle of coexistence and value pluralism.	Inductive learning, self-learning, active learning

Assessment Methods:	
The evaluation methods are adopted throughout all stages of the program in general, as follows:	
Cognitive Outcomes (Learning Outcomes)	**Appropriate Assessment Methods**
A1 - Analyzes educational and psychological concepts in depth in light of sustainable development requirements and digital evolution.	Achievement tests (essay and objective), research reports, oral presentation, interviews
A2 - Interprets and applies educational and psychological concepts and theories in various research and field contexts.	Case studies, direct evaluation of research projects, supervisor reports, interviews
A3 - Utilizes acquired knowledge and	Performance reports, applied projects,

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

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

D. General and Transferable Qualification Skills: **(Other skills related to employability and personal development).**
D1. Self-skills. D2. Qualification skills (psychological assessment, instructional design, training and development, leadership). D3. Employability skills (flexibility, innovation, effective communication, continuous development). D4. Personal development skills (self-awareness, self-motivation, organization, independence, optimism). D5. Teaching and scientific research skills.

11. Programme Structure

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

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

12. Personal Development Planning

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

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

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

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

• **Admission criteria for Master's studies:** Adopting the central instructions issued by the Ministry of Higher Education and Scientific Research/Research and Development Department, circulated in their letter no. (B T 5/2888 on 3/4/2025) regarding the controls for application and admission to postgraduate studies within Iraq, announced on the official website of the Ministry of Higher Education and Scientific Research, the following link:
https://mohesr.gov.iq/ar/assets/img/uploaded_files/04032025.pdf

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

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

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

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

14. he most important sources of information about the program

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

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

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

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

📎 [Official website link:
https://humanitarianeducationcollege.uoanbar.edu.iq/index.php

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

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

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

📎 Link to the Department of Educational and Psychological Sciences
https://humanitarianeducationcollege.uoanbar.edu.iq/CMS.php?ID=352

• Postgraduate Studies Division at the College

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

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

📎 Link to the Postgraduate Studies Division:
https://humanitarianeducationcollege.uoanbar.edu.iq/CMS.php?ID=77
https://humanitarianeducationcollege.uoanbar.edu.iq/CMS.php?ID=124

• College and Department page on Facebook:

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

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

📎 Link to the College's Facebook page:
https://www.facebook.com/profile.php?id=100070951908278&locale=ar_AR

📎 Link to the Department's Facebook page:
https://www.facebook.com/profile.php?id=100064378650405&locale=ar_AR

• Direct contact with the Department

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

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

📧 Email of the Head of Department:
dr.yasir.alshojairi@uoanbar.edu.iq

Personal page of the Head of Department:
https://www.uoanbar.edu.iq/staff-page.php?ID=227

📧 Email of the Department of Educational and Psychological Sciences - College of Education for Humanities:
psychology.eduhuman@uoanbar.edu.iq

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

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

Program Learning Outcomes:

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

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

Modified Learning Outcomes Matrix by Level (Foundation, Practice, Empowerment) with Consideration for Sequence and Integration:					
Year / Level	**Course Code**	**Course Name**	**Establishment**	**Practice**	**Empowerment**
Master	**EPS611**	**Theories of Personality**	✓		
Master	**EPS612**	**Developmental Psychology**	✓		
Master	**EPS613**	**Educational Psychology**	✓		
Master	**EPS614**	**Educational Statistics**	✓		
Master	**UOA610**	**English Language**	✓		
Master	**EPS615**	**Teaching Thinking**		✓	
Master	**EPS622**	**Theories of Learning**		✓	
Master	**EPS623**	**School Psychology**		✓	
Master	**UOA620**	**Scientific Research Methodology**		✓	
Master	**EPS626**	**Educational Measurement and Evaluation**		✓	
Master	**EPS624**	**Advanced Trends in Teaching Methods**			✓
Master	**EPS625**	**Cognitive Psychology**			✓
Master	**UOA621**	**Seminar**			✓

Course Description Template

Course Description

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

1. Educational Institution	University Of Anbar – College of Education for Humanities
2. Academic Department / Center	Department of Educational and psychological sciences
3. Course Name / Code	Advanced Trends in Personality Theories/ EPS611
4. Available Attendance Modes	In-person / Daily attendance
5. Semester / Year	first semester / Academic year 2025/2026
6. Total Credit Hours	Total Credit Hours: 30 theoretical hours
7. Date of Preparation of this Description	1/9/2025

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

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

A. Cognitive Objectives (Enable the student to)

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

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

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

. Teaching and Learning Methods
- Brainstorming method.
- Problem-solving method.
- Active learning techniques.
- Cooperative learning techniques.

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

D. General and transferable skills (other skills related to employability and personal development).
- D1. Ability to analyze personality theories and evaluate their validity in explaining human behavior in real-life situations.
- D2. Express complex psychological concepts clearly, both orally and in writing, during academic presentations or counseling work.
- D3. Employ knowledge of personality types to understand individual behavior and assist in finding solutions to their educational or social problems.

9. Course Structure

The	Hours	Required	The Unit	The	The

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

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

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

sites....	https://spsp.org -Verywell Mind – Personality Psychology https://www.verywellmind.com/personality-4157185 -Personality Project – Northwestern University https://personality-project.org Simply Psychology – Theories of Personality https://www.simplypsychology.org/personality-theories.html

11. Course Development Plan

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

Course Description Template

Course Description

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

1. Educational Institution	University Of Anbar – College of Education for Humanities
2. Academic Department / Center	Educational and psychological sciences
3. Course Name / Code	Developmental Psychology / EPS612
4. Available Attendance Modes	In-person / Daily attendance
5. Semester / Year	first semester / Academic year 2025/2026
6. Total Credit Hours	30 theoretical hours + 15 practical hours
7. Date of Preparation of this Description	1/9/2025

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

various life stages. By understanding the changing psychological and behavioral processes, we can improve quality of life and enhance mental and social health for individuals at all stages of their growth.

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

A. Cognitive Objectives

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

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

A3. Recognizing the impact of heredity on growth.

A4. Understanding the influence of the environment on growth.

A5. Knowing how individual thinking develops across different stages.

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

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

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

B. The skills-based objectives specific to the course

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

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

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

B4. Personal skills that refine abilities and enhance the researcher’s acade character.

Teaching and Learning Methods:

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

C. The Assessment Methods:

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

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

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

10. Course Structure

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

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

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

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

10. Infrastructure	
1. Required Textbooks	Non
2. Main References (Sources)	- El-Ashwal, Adel. Ezz El-Din. (2008). Developmental Psychology: From Fetus to Old Age. Cairo: Anglo-Egyptian Library. - Rateb, Osama Kamel. (1990). Motor Development Childhood-Adolescence. Egypt: Dar Al-Fikr Al-Arabi. - Zahran, Hamed Abdel Salam. (2005). Developmental Psychology from Childhood to Adolescence: Egypt, Alam Al-Kutub.
a. Recommended books and references (scientific journals, reports, etc.)	- Journal of Educational and Psychological Research/ University of Baghdad. https://iasj.rdd.edu.iq/journals/journal/view/53 - Journal of Psychological Sciences/ Iraqi Ministry of Higher Education and Scientific Research. https://iasj.rdd.edu.iq/journals/journal/view/288
b. Electronic references, internet sites....	- Dar Al Mandumah website: https://www.daralmandumah.com - Shamaa for Educational Research and Studies website. https://search.shamaa.org/

11. Course Development Plan

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

Course Description Template

Course Description

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

1. Educational Institution	Anbar University - College of Education for Humanities
2. Academic Department / Center	Department of Educational and Psychological Sciences
3. Course Name / Code	Educational psychology / EPS613
4. Available Attendance Modes	My presence
5. Semester / Year	first semester / Academic year 2025/2026
6. Total Credit Hours	30 theoretical hours + 15 practical hours
7. Date of Preparation of this Description	1/9/2025

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

9 .Course outcomes and teaching, learning and evaluation methods

A. Cognitive Objectives (Enable the student to)

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

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

A 3. Evaluate educational theories in light of research evidence

A 4. Compare scientific views on a topic in educational psychology.

B. The skills-based objectives specific to the course

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

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

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

Teaching and Learning Methods

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

Assessment Methods

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

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

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

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

D 3. Plans for the

10. **Course Structure**

The	**Hours**	**Required**	**The Unit Or**	**The**	**The**

Weeks:		Learning Outcomes	Topic Names:	Teaching Methods:	Assessment Methods:
Week 1	2 theoretical 1 practical	Acquiring concepts of educational psychology	Historical development of educational psychology, schools of psychology, theoretical and applied branches of psychology	Problem-solving	Written Test
Week 2	2 theoretical 1 practical	Gaining the basics of educational psychology	The educational process and educational psychology, teaching theory, educational goals and applications, objectives, and sources.	Brainstorming	Written Test
Week 3	2 theoretical 1 practical	Understanding behavioral objectives	Learning and its conditions, types of learning, behavior and factors influencing it	Active Learning	Portfolio
Week 4	2 theoretical 1 practical	Knowing the importance of research methods	Factors affecting the effectiveness of the educational process, research methods in educational psychology, tools for collecting information	Cooperative Learning	Practical Reports
Week 5	2 theoreti	Acquiring skills in	Attention and sensory	Problem-solving	Practical Reports

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

			learned, and factors specific to teaching methods that help in remembering.		
Week 9	2 theoretical 1 practical	Gaining modern knowledge in improving the learning process	Theories of memory interpretation	Discussion	Written Test
Week 10	2 theoretical 1 practical	Gaining modern knowledge in enhancing learning	The concept of forgetting, theories explaining forgetting	Brainstorming	Portfolio
Week 11	2 theoretical 1 practical	Gaining modern knowledge in improving the educational process	Transfer of the learning effect, its concept, types, importance, theories of the transfer of the training effect, educational applications of the transfer of the learning effect.	Active Learning	Portfolio
Week 12	2 theoretical 1 practical	Gaining modern knowledge in enhancing learning	Feedback, its concept, importance, types of feedback, feedback and programmed instruction	Cooperative Learning	Portfolio
Week 13	2	Exam	Exam	Active	Practical

	theoretical 1 practical			Learning	Reports
Week 14	2 theoretical 1 practical	Acquiring skills in using concepts of educational psychology	Thinking, deduction, induction, types of thinking, steps of thinking in solving problems, characteristics of a good thinker.	Discussion	Written Test
Week 15	2 theoretical 1 practical	Knowing theories of educational psychology and their educational applications	Learning theories and their educational applications	Cooperative Learning	Written Test

10. Infrastructure	
1- Required textbooks	- Abu Hawij, Dr. Marwan; and Dr. Samir Abu Mughli (2012), Introduction to Educational Psychology, Amman: Al-Yazouri House for Publishing and Distribution.
2. Main References (Sources)	- Abu Jado, Subhi Hamad. (2021), Educational Psychology. Amman: Dar Al Masirah for Publishing and Distribution. - Al-Azirjawi, Fadel Mohsen (1991), Foundations of Educational Psychology, Mosul: Dar Al Kutub for Printing and Publishing. - Al-Qudah, Afaf Ahmad. (2020). Learning and Teaching: An Educational Psychology Perspective. Amman: Dar Al Shorouk for Publishing and Distribution.

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

11. Course Development Plan

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

Course Description Template

Course Description

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

1. Educational Institution	University Of Anbar – College of Education for Humanities
2. Academic Department / Center	Department of Educational and psychological sciences
3. Course Name / Code	Educational statistics / EPS614
4. Available Attendance Modes	In-person / Daily attendance
5. Semester / Year	first semester / Academic year 2025/2026
6. Total Credit Hours	30 theoretical hours + 15 practical hours
7. Date of Preparation of this Description	1/9/2025

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

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

A. Cognitive Objectives (Enabling the student to)

A 1. Explain statistical concepts and procedures used in educational research.

A 2. Apply appropriate statistical methods to analyze educational data.

A 3. Evaluate the results of statistical analysis in light of their educational significance.

A 4. Classify appropriate statistical methods for use based on variables, measures, and cases.

B. Course-Specific Skills Objectives

B 1. Conduct statistical analysis using specialized computer programs.

B 2. Practice analyzing and presenting statistical results professionally.

B 3. Develop student skills in using computerized statistical programs such SPSS, AMOS, and MATLAB.

Teaching and Learning Methods

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

Assessment Methods

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

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

D 1. Critical thinking and problem-solving skills: Represented by analyzing advanced statistical results and inferring their significance, critiquing and correcting common errors in data analysis, linking results to educational reality, and formulating scientific solutions.

D 2. Academic communication and presentation skills: By presenting statistical analysis results orally or in writing, simplifying complex data for non-specialized audiences, and interacting in scientific discussions supported by numbers.

D 3. Technology and digital tool usage skills: Through mastering

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

9. Course Structure					
The Weeks:	**Hours**	**Required Learning Outcomes**	**The Unit Or Topic Names:**	**The Teaching Methods:**	**The Assessment Methods:**
Week 1	2 theoretical 1 practical	Acquiring the concepts of educational statistics	The concept of statistics, branches and sections of statistics, variables and their types, types of statistical data, sources of data collection, the sample and its types.	Discussion	Written Test
Week 2	2 theoretical 1 practical	Recognizing measures of central tendency	Measures of tendency: arithmetic mean, median, mode, weighted mean, harmonic mean	Investigation and Research	Scientific Reports
Week 3	2 theoretical 1 practical	Knowledge of measures of dispersion and methods of extracting them	Measures of dispersion: range, standard deviation, variance, standard deviation, relative variance	Discussion	Scientific Reports
Week 4	2 theoretical 1	Acquiring skills to extract simple	Relationship measures: Pearson correlation coefficient,	Discussion	Achievement File

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

			correlation coefficients		
Week 8	2 theoretical 1 practical	Knowledge of types of t-tests and methods of extracting them	One-sample t-test, two-sample t-test, two-sample t-test	Cooperative Learning	Written Test
Week 9	2 theoretical 1 practical	Recognizing the analysis of variance test, its cases, extraction steps, types and post-tests	One-way ANOVA, Two-way ANOVA (interaction – no interaction), Tukey test, Scheffe test	Discussion Method	Written Test
Week 10	2 theoretical 1 practical	Recognizing post-tests and their types	Post-tests: Scheffe test, Tukey test	Discussion Method	Scientific Reports
Week 11	2 theoretical 1 practical	Recognizing non-parametric tests, their types and conditions for their use	Nonparametric tests: their concept, conditions of use, chi-square test and its types (goodness of fit, independence)	Active Learning	Achievement File
Week 12	2 theoretical 1	Recognizing the Mann-Whitney	Mann-Whitney test: for small, medium, and large samples	Cooperative Learning	Achievement File

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

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

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

11. Course Development Plan

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

Course Description Template

Course Description

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

1. Educational Institution	Educational Institution: University Of Anbar – College of Education for Humanities
2. Academic Department / Center	Department of Educational and Psychological Sciences
3. Course Name / Code	Teaching thinking / EPS615
4. Available Attendance Modes	In-person / Daily attendance
5. Semester / Year	first semester / Academic year 2025/2026
6. Total Credit Hours	30 theoretical hours + 15 theoretical hours
7. Date of Preparation of this Description	1/9/2025

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

results to support the development of the educational process.

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

A. Cognitive Objectives (enabling the student to)

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

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

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

B. The skills-based objectives specific to the course

B 1. Providing the student (future teacher) with skills to teach thinking accordi to general and specific objectives.

B 2. Providing the student (future teacher) with research studies conducted students in teaching thinking.

B 3. Developing the skills of the student (future teacher) in using modern trer in teaching thinking in a manner consistent with scientific and cultu development.

Teaching and Learning Methods:

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

C. The Assessment Methods:

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

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

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

D 2. Collaboration and teamwork skills: By applying collaborative

thinking strategies in a group environment, and systematically exchanging roles and ideas within thinking teams. D 3. Self-organization and reflective thinking skills: By reviewing personal performance and identifying opportunities for improvement, and practicing reflective thinking to enhance self-learning skills.

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

Week 4	2 theoretical 1 practical	Student knowledge of thinking obstacles	Obstacles to thinking	Cooperative Learning	Practical Reports
Week 5	2 theoretical 1 practical	Introducing the student to the types of thinking	Types of thinking (convergent, divergent, inductive, deductive, logical, concrete, innovative, critical, creative, (.etc	Problem-solving	Practical Reports
Week 6	2 theoretical 1 practical	Methods of teaching thinking	Empowering students with methods of teaching thinking	Discussion	Portfolio
Week 7	2 theoretical 1 practical	Concept of thinking skills	The importance of the concept of thinking skills	Brainstorming	Written Test
Week 8	2 theoretical 1 practical	Classification of teaching thinking skills	Equipping yourself with modern knowledge in teaching thinking skills	Cooperative Learning	Written Test
Week 9	2 theoretical 1 practical	Thinking patterns and skills	Introducing students to how to classify thinking styles teaching skills	Discussion	Written Test

Week 10	2 theoretical 1 practical	Types of thinking skills Fluency skills with practical examples	Equipping yourself with modern knowledge in thinking skills	Brainstorming	Portfolio
Week 11	2 theoretical 1 practical	Introducing the student to problem solving skills	Problem solving skills with practical examples	Active Learning	Portfolio
Week 12	2 theoretical 1 practical	Knowledge acquisition steps to teach thinking	Steps to teach thinking Mistakes in teaching thinking	Cooperative Learning	Portfolio
Week 13	2 theoretical 1 practical	Acquiring modern knowledge in theories of thinking and intelligence	Thinking, intelligence and the most important theories	Active Learning	Practical Reports
Week 14	2 theoretical 1 practical	Gain skills in using thinking education programs	Thinking Education Programs	Discussion	Written Test
Week 15	2 theoretical practical 1	test	Previous article	Cooperative Learning	Written Test

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

	https://www.td.moe.gov.sa - New Education website – Teaching Thinking https://www.new-educ.com

11. Course Development Plan

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

Course Description Template

Course Description

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

1. Educational Institution	University Of Anbar–College of Education for Humanities
2. Academic Department / Center	Department of Psychological and Educational Sciences
3. Course Name / Code	English Language- Level 1/ UOA610
4. Available Attendance Modes	In-person / Daily attendance
5. Semester / Year	first semester / Academic year 2025/2026
6. Total Credit Hours	30 theoretical hours
7. Date of Preparation of this Description	1/9/2025

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

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

A. Cognitive Objectives (enabling the student to)

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

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

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

b. Course-Specific Skill Objectives

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

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

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

Teaching and Learning Methods:

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

C. The Assessment Methods:

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

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

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

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

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

9. Course Structure

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

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

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

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

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

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

11. Course Development Plan

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

Course Description Form

Course description

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

1. Educational institution	Anbar University – College of Education for Humanities
2. Scientific Department / Center	Department of Educational and Psychological Sciences
3. Course Name/Code	Learning Theories / EPS622
4. Available Attendance Forms	In-person / Daily attendance
5. Semester/Year	Second Semester / for the academic year 2025/2026
6. Number of credit hours (total)	30 hours theory
7. Date of preparation of this description	01/09/2025

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

9. Course Outcomes, Teaching and Learning Methods, and Assessment
a. Cognitive objectives (making the student able to)
A1. Recognizes the basic principles of learning.
A2. Explains variables and responses and what happens between them during learning.
A3. defines theory in the natural and behavioral sciences
A4. Identify the premises, assumptions, and domain of each theory of learning
A5. outlines the steps of Thorndike's correlation theory
A6. Describes Ivan Pavlov's theory of simple conditioning.
A7. Demonstrate Guthrie's conjunction theory.
A8. Be able to apply learning theories and their pedagogical applications
B. Course-specific skill objectives
B1. To provide the student with the skills to formulate stimuli and responses according to learning theories.
B2. To provide the student with an understanding of the scientific material in the form of stimuli during learning.
B3. Developing the student's skills to develop the cognitive aspect defined by the scientific objectives and based on scientific foundations.
c. Teaching and learning methods
- Brainstorming.
- Problem solving.
- Active learning methods.
- Cooperative learning methods.
E- Assessment methods
- Written tests (essay and objective).
- Scientific reports.
- Alternative assessment.
- Performance tests.
D. General and transferable skills (other skills related to employability and personal development).
D1. Develop the skill of clarity and direction by providing a set of principles or guidelines to build the student's approach to teaching during employment.
D2. Develop the skill of applying the strategies that the student will possess to communicate with a variety of students who come from different backgrounds, learn at different speeds, and face different academic challenges or obstacles.
D3. Develop the skill of clear communication between teachers and students including non-verbal communication such as body language.

D4. Develop the skill of building confidence and self-esteem.
D5. Develop the skill of utilizing scientific insights into how learning occurs.

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

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

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

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

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

11. Course Development Plan
- Continuous review of objectives - Measuring the achievement of learning outcomes. - Developing course content.

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

Course Description Template

Course Description

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

1. **Educational institution**	Anbar University – College of Education for Humanities
2. **Scientific Department / Center**	Department of Educational and Psychological Sciences
3. **Course Name/Code**	School Psychology/ EPS623
4. **Available Attendance Forms**	In-person / Daily attendance
5. **Semester / Year**	Second Semester / for the academic year 2025/2026
6. Number of Credit Hours (Total)	30 hours theory
7. Date of preparation of this description	01/09/2025

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

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

Course Outcomes and Methods of Teaching, Learning and Assessment
A. Cognitive Objectives (Making the Student Able to)
1. Define the concept of school psychology and its importance in the educational process.
2. Analysis of the relationship between school psychology and special education.
3. Explain the role of the school psychologist in providing psychological and counseling services.
4. Classify the most common psychological and behavioral problems in the school environment.
5. Clarify theories of psychology associated with learning and school behavior.
6. Review mental health promotion methods in schools.
7. Define the concept of school psychology and its importance in the educational process.
8. Analysis of the relationship between school psychology and special education.
B. Course Skills Objectives
1. Diagnosing psychological and behavioral problems in students using appropriate assessment tools.
2. Develop psychological intervention strategies to treat learning difficulties and delayed study.
3. Apply psychological counseling methods to help students overcome academic and social challenges.
4. Design treatment plans for problems such as hyperactivity and attention deficit.
5. Improve effective communication skills with students, teachers and parents to support students psychologically and academically
c. Teaching and learning methods
Brainstorming method.
How to solve problems.
Active learning methods.
Cooperative learning methods.
Evaluation methods
Written tests (essay and thematic).

Scientific reports.
Alternate calendar.
Performance tests.
d. General and qualitatively transferred skills (other skills related to employability and personal development).
D1. Develop the skill of observation in teaching and follow the steps of each strategy and apply it correctly.
D2. Develop the skill of asking questions in order to support the quality of information and clarify issues and meanings. They are formulated with the aim of generating new information.
D3. Develop the skill of retrieving information and employing it in storing information in long-term memory, retaining and retrieving it when needed.
D4. Developing the skill of comparison and the ability to analyze, interpret, link, conclude and come up with generalizations that can be applied to other phenomena.
D5. Developing the skill of classification and using it to sort and separate things according to their characteristics and properties or according to their functions or according to similarities and differences in the light of a certain criterion.

9. Course structure.

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

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

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

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

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

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

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

Course Description Template

Course Description

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

1. Educational Institution	University Of Anbar / College of Education for Humanities
2. Academic Department / Center	Department of Educational and Psychological Sciences
3. Course Name / Code	Advanced Trends in Teaching Methods/ EPS624
4. Available Attendance Modes	In-person / Daily attendance
5. Semester / Year	Second semester / Academic year 2025/2026
6. Total Credit Hours	30 theoretical hours
7. Date of Preparation of this Description	01/09/2025

8. Course Objectives

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

- Practically applying modern teaching strategies.

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

A. Cognitive Objectives

A1. Knows the basic principles of teaching methods.

A2. Explains the foundations of successful teaching.

A3. Understands advanced studies in teaching strategies.

A4. Identifies the appropriate conditions and circumstances that need to be present when teaching diverse strategies.

A5. Outlines the steps of modern strategies (active learning, cooperative learning, self-directed learning) in teaching.

A6. Explains modern strategies (brainstorming, induction and measurement, discussion and dialogue) in teaching.

A7. Explains modern strategies (the six thinking hats, blended learning, problem-solving) in teaching.

A8. Is able to apply teaching strategies in a scientifically sound manner.

B. The skills-based objectives specific to the course

B1. Equipping the student (future teacher) with the skills that enable them teach according to the plans and objectives.

B2. Providing the student (future teacher) with modern teaching approaches handle curricula and empowering them to teach educational and psychologi sciences.

B3. Developing the student's (future teacher) skills in using modern teachi strategies that align with scientific and civilizational advancements.

Teaching and Learning Methods:

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

C. The Assessment Methods:

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

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

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

10. Course Structure

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

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

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

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

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

12. **Course Development Plan**

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

Course Description Template

Course Description

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

1. Educational Institution	University Of Anbar / College of Education for Humanities
2. Academic Department / Center	Department of Educational and Psychological Sciences
3. Course Name / Code	Cognitive Psychology/ EPS625
4. Available Attendance Modes	In-person / Daily attendance
5. Semester / Year	Second semester / Academic year 2025/2026
6. Total Credit Hours	30 theoretical hours
7. Date of Preparation of this Description	01/09/2025

8. Course Objectives

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

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

A. Cognitive Objectives

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

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

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

A3. Know advanced studies in cognitive psychology

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

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

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

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

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

B. The skills-based objectives specific to the course

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

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

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

Teaching and Learning Methods:

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

C. The Assessment Methods:

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

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

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

10. Course Structure

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

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

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

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

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

- **12. Course Development Plan**

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

Course Description Template

Course Description

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

1. Educational Institution	University Of Anbar / College of Education for Humanities
2. Academic Department / Center	Department of Educational and Psychological Sciences
3. Course Name / Code	educational measurement and evaluation / EPS626
4. Available Attendance Modes	In-person / Daily attendance
5. Semester / Year	Second semester / Academic year 2025/2026
6. Total Credit Hours	30 theoretical hours
7. Date of Preparation of this Description	01/09/2025

8. Course Objectives
Defines the basic concepts and principles of measurement and evaluation
Understands the educational objectives and their relationship to the evaluation process
Applies the steps for constructing the achievement test.
Learn about the types of achievement tests.
Extracts the psychometric properties of the test.
Analyzes the test results to extract paragraph specifications.
Understands testing methods.
Follows scientific developments in the field of measurement and evaluation and its most prominent applications.

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

A. Cognitive Objectives

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

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

-Knows contemporary trends in measurement and its most promin applications

B. The skills-based objectives specific to the course

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

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

Teaching and Learning Methods:

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

C. The Assessment Methods:

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

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

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

- Developing the skill of observation in following the pattern of tests and ways to employ them correctly.

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

- Developing the skill of retrieving information and using it to store information in long-term memory, retain it, and retrieve it when needed.

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

- Developing the skill of classification and using it to sort and separate things according to their characteristics and properties, according to their functions, or according to similarities and differences in light of a certain standard. Developing the skill of observation in following the pattern of tests and ways to employ them correctly.

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

- Developing the skill of retrieving information and using it to store information in long-term memory, retain it, and retrieve it when

needed.

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

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

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

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

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

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

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

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

12. **Course Development Plan**

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

Course Description Template

Course Description

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

1. Educational Institution	University Of Anbar / College of Education for Humanities
2. Academic Department / Center	Department of Educational and Psychological Sciences
3. Course Name / Code	Advanced Trends in Research Methods/ UOA620
4. Available Attendance Modes	In-person / Daily attendance
5. Semester / Year	Second semester / Academic year 2025/2026
6. Total Credit Hours	30 theoretical hours
7. Date of Preparation of this Description	01/09/2025

8. Course Objectives

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

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

A. Cognitive Objectives

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

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

A 3. The student knows the mechanism for selecting previous studies in scientific research.
A 4. The student would be able to apply his/her scientific research strategies in a sound scientific manner.

B. The skills-based objectives specific to the course

B 1. Providing the student (future researcher) with skills that enable him conduct scientific research according to plans and objectives.
B 2. Providing the student (future researcher) with modern scientific research trends that are in line with scientific development in the mechanis of writing solid scientific research.
B 3. Developing the skills of the student (future teacher) in using modern trends in scientific research in a manner that is consistent with scientific and civilizational development.

Teaching and Learning Methods:

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

C. The Assessment Methods:

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

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

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

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

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

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

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

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

References, Websites, etc.	- APA - Google Scholar - Scopus

12. **Course Development Plan**

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