

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

Academic Program Description Form for Colleges and Institutes

For the academic year (2024-2025)

University : Baghdad
Faculty/Institute: Education for Girls
Scientific Department: Educational and Psychological Sciences
File Filling Date : 2024-2025

Signature

Head of department : Assoc. Prof. Maysoon Hamed Taher Scientific Associate
Name : Prof. Anaam Dawood Salloum

Date :

12/5/2025

Signature :

Date : 12/5/2025

Check the file before

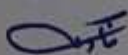
Division of Quality Assurance and University Performance

Name of the Director of the Quality Assurance and University

Performance Division: Assoc. Prof. Nadia Hussein Munkhi

Date : 12/5/2025

Signature



Endorsement by the Dean : Assoc.

Prof. Dr. Ithmar Shaker Majeed

12/5/2025

Introduction:

The educational program is a coordinated and organized package of courses that include procedures and experiences that are organized in the form of study vocabulary, the main purpose of which is to build and refine the skills of graduates, which makes them qualified to meet the requirements of the labor market, which is reviewed and evaluated annually through internal or external audit procedures and programs such as the external examiner program.

The description of the academic program provides a brief summary of the main features of the program and its courses, indicating the skills that are being acquired for students based on the objectives of the academic program, and the importance of this description is evident because it represents the cornerstone of obtaining program accreditation and is co-written by the teaching staff under the supervision of the scientific committees in the scientific departments.

This guide, in its second edition, includes a description of the academic program after updating the vocabulary and paragraphs of the previous manual in light of the developments and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the description of the academic program circulated under the letter of the

Department of Studies TM3/2906 on 3/5/2023 with regard to the programs that adopt the Bologna Track as the basis for their work.

In this regard, we can only emphasize the importance of writing the description of academic programs and courses to ensure the smooth running of the educational process

Concepts and Terms:

Academic Program Description: The academic program description provides a brief summary of its vision, mission, and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

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

Program Vision: An ambitious picture of the future of the academic program to be an advanced, inspiring, stimulating, realistic, and viable program.

Program Mission: Briefly outlines the objectives and activities needed to achieve them, as well as outlines the program's development paths and directions.

Program Objectives: These are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses/subjects included in the academic program according to the approved learning system (semester, yearly, Bologna track), whether they are required (ministry, university, college, and scientific department) with the number of credits.

Learning Outcomes: A consistent set of knowledge, skills, and values acquired by the student after the successful completion of the academic program, and must determine the learning outcomes of each course in a way that achieves the goals of the program.

Teaching and Learning Strategies: These are the strategies used by the faculty member to develop the student's teaching and learning, and they are plans that are followed to reach the learning goals. That is, it describes all classroom and extra-curricular activities to achieve the learning outcomes of the program.

1. Program Vision
"Striving for excellence in preparing teachers, educational counselors, and researchers to serve the community so that the department occupies a prominent position at the university and Iraq level"

2. Program Mission

"Preparing teachers and researchers at a high level of competence and excellence in the field of educational and psychological sciences to keep pace with the developments and for the purpose of achieving quality standards and academic accreditation"

3. Program Objectives

- 1- Graduating qualified teachers scientifically and practically in the field of psychology and educational counseling at a high level of competence and excellence.
- 2- Achieving professional empowerment of female students at a high level of efficiency and excellence
- 3- Preparing higher frameworks in the field of educational and psychological sciences (master's and doctorate) by enabling female graduates to continue their postgraduate studies to work as teachers and experts in educational institutions.
- 4- Enabling students to apply practical methods in addressing problems and situations in life and career, and developing the ability to analyze and judge these methods in the light of specific criteria and accurate knowledge while teaching, researching and advising after graduation.
5. Helping female students to acquire attitudes and values in a way that deepens their faith in God and in the spiritual and moral values brought by the true Islamic religion and other heavenly religions, in a way that is consistent with our Arab values, and enhancing the feelings of citizenship and belonging to the Arab nation, to reach the highest levels of progress and intellectual and psychological maturity.

6- Developing the attitudes, tendencies and desires of female students and developing their ability towards the profession of teaching and scientific research to face problems in a way that serves the community.

4. Program Accreditation

5. Other External Influences

- 1- Field Visits
- 2- Practical application
- 3- Workshops and seminars
- 4- Guidance Lectures

6. Program Structure

Reviews*	Percentage	Module	Number of Courses	Program Structure
Basic Course	15.78%	14	6	Enterprise Requirements
	31.57	54	12	College Requirements
	52.63	84	20	Department Requirements
			There isn't any	Summer Training

			Practical application	Other
--	--	--	--------------------------	-------

* It can include observations on whether the course is basic or optional.

7. Program Description

Credit Hours		Course Name		Course Code	Stage
practical	theoretical	Course Name in English	Course Name in Arabic		
					The first
	3	General Psychology	General Psychology	101 PGP	
	3	Foundations of Education	Foundations of Education	102 P FE	
	2	Human Rights & Democratic	Human rights	103P HRD	
	1	Computer Sciences	Calculators	104 PCS	
	2	General Arabic	General Arabic	105 PGA	
	2	Introduction to Sociology	Introduction to Sociology	106 P IS	
	1	English Language	English Texts	107 P EL	
	2	Environmental education	Environmental Education	108 PenE	
	2	Psychology of Individual differences	Individual Differences	109 P PID	
	2	Arabic Language	Arabic Language	210 P AL	The second
	2	Continuous Education	Continuing Education	211 P CE	
	1	Computer Science	Computers	212 PCS	
	2	Descriptive Statistics	Educational Statistics	213 PDS	

	2	Social Psychology	Social Psychology	214 PSPs	
	2	Educational Planning	Educational Planning	215 PEP	
	2	Growth Psychology	Developmental Psychology	216 P GPs	
	2	Textbook Approach	Curriculum & Textbook	217 P TA	
	1	English Language	English	218 PEL	
	2	Educational Psychology	Educational Psychology	219 P Eps	
	2	Sport	sport	220P Sp	Third
			Crimes of the Baath regime		
	2	Experimental Psychology	<i>Experimental Psychology</i>	321 PEPs	
	2	Psychological Guidance and Educational Guidance	<i>Psychological Counseling and Educational Guidance</i>	322 P PGEG	
	2	Cognitive Psychology	<i>Cognitive Psychology</i>	323 PCPs	
	2	Personality Psychology	<i>Personality Psychology</i>	324P PPs	
	2	Educational Technologies and Educational Technology	<i>Educational Technologies and Educational Technology</i>	325 P ETET	

	2	General teaching methods	<i>General Teaching Methods</i>	326 GTM	
	2	Inferential statistics	<i>Inferential Statistics</i>	327 P IS	
	2	Scientific Research Methodology	Scientific Research Methodology	328 P SRM	
	2	Comparative Education	<i>Comparative Education</i>	329 PCE	
	2	Physiological Psychology	<i>Physiological Psychology</i>	330 P PhP	
	1	English Language	English	331P EL	
	2	Behavior Modification	<i>Behavior modification</i>	432 P BM	Fourth
	2	Educational Administration	<i>Educational Administration</i>	433PEA	
	2	Teaching Thinking	<i>Teaching Thinking</i>	434 PTTh	
	2	Psychological Health	<i>Mental health</i>	435 PPsH	
	2	Education Economics	<i>Economics of Education</i>	436 PEEc	
	3	Measurement and Evaluation	<i>Measurement and Evaluation</i>	437 PME	

	4	Applications, Practical	<i>Watch & Apply Practical Education</i>	438 PAP	
	3	Education Philosophy	Philosophy of Education	439 PEPH	
	2	Special Education	<i>Special Education</i>	440 P SE	
	3	Research Project	<i>Graduation Research Project</i>	441 PRP	
	1	English Language	<i>English</i>	442P EL	

8. Expected Learning Outcomes of the Program	
Knowledge	
	1- Keeping pace with the development of psychology

	<p>2- Communicating with all new or useful psychological theories and educational and psychological researches and adapting them in the service of the community.</p>
Skills	
	<p>1. The ability to understand the theories of psychology and apply them in practice.</p> <p>B2- Developing the skills of dealing with crises and psychological problems.</p> <p>B3- Building psychological and scientific foundations for female students in the Department of Educational and Psychological Sciences</p>
Values	
	<p>1. Developing the ability of applications to share ideas with the community</p>

	2. Commitment to the ethics of the teaching profession

9. Teaching and Learning Strategies
<p>1. Explain the scientific material to the students in detail through face-to-face and electronic classroom lectures.</p> <p>2- Participation of students in solving psychological problems inside and outside the classroom</p> <p>3. Discussion and dialogue about vocabulary related to psychological concepts</p> <p>4. Participation of female students in classroom and extra-curricular activities.</p> <p>5- Collaborative Learning</p> <p>6- Active Learning</p>

10. Evaluation methods
<p>1– Monthly, daily and end-of-year exams.</p> <p>2– Reporting</p>

11. Faculty					
Faculty Members					
Preparation of the Teaching Staff		Special Requirements/Skills (if applicable)	Specialization		Academic Rank
lecturer	angel		special	year	

	51					
--	----	--	--	--	--	--

	angel		General Psycholog y	General Psychology	Professor
	angel		Methods of Teaching History	history	professor
	angel		Educational Psycholog y	Educational Psychology	professor
	angel		Methods of Teaching the Holy Quran and Islamic Education	Islamic Sciences	professor
	angel		Educational Psycholog y	Educational Psychology	professor
	angel		Measureme nt and Evaluation	Educational Psychology	Professor

	angel		Educational Psychology	Educational Psychology	professor
	angel		Educational Psychology	Educational Psychology	professor
	angel		Curricula and Methods of Teaching Arabic Language	Arabic Language	Professor
	angel		Educational Philosophy	Education and Psychology /Education	Professor
	angel		Methods of Teaching Quranic Sciences and Islamic Education	Sharia and Islamic Sciences	Professor

	angel		Educational Psychology	Educational Psychology	professor
	angel		Educational Psychology	General Psychology	Assistant Professor
	angel		Educational Psychology	Kindergarten	Assistant Professor
	angel		Philosophy in the methods of teaching the Arabic language	Arabic Language	Assistant Professor
	angel		Psychological counseling	Psychological counseling	Assistant Professor
	angel		Methods of Teaching History	Date	Assistant Professor

			Educational Counseling	Educational Counseling	Assistant Professor
	angel		Educational Psychology	Kindergarten	Assistant Professor
	angel		General Psychology	General Psychology	Assistant Professor
	angel		Measurement and Evaluation	Educational Psychology	Assistant Professor
	angel		Methods of teaching geography	Geography	Assistant Professor
	angel		Methods of Teaching Arabic Language	Arabic Language	Assistant Professor
	angel		Methods of Teaching Arabic Language	Arabic Language and Literature	Assistant Professor

	angel		Educationa l Psycholog y	Educational Psychology	Assistant Professor
	angel		Educationa l Psycholog y	General Psychology	Assistant Professor
	angel		Educational science	Educational Psychology	teacher
	angel		Operations Research	Managemen t and Economics	teacher
	angel		Special Education	Special Education	teacher
	angel		Educationa l Psycholog y	Educational Psychology	teacher
	angel		Educationa l Psycholog y	General Psychology	teacher
	angel		Teaching Methods	Educational Psychology	teacher

			and Methods		
	angel		Educational Psychology	Educational Psychology	teacher
	angel		Teaching Methods	history	teacher
	angel		Educational Psychology	Educational Psychology	teacher
	angel		Methods of Teaching History	history	teacher
	angel		Education and Psychology / Education	Educational Psychology	teacher
	angel		Educational Psychology	Educational Psychology	teacher

	angel		Education and Psycholog y/Educatio n	Educational Psychology	teacher
	angel		Educational Psycholog y	Educational Psychology	teacher
	angel		General Psycholog y	General Psychology	Assistant Lecturer
	angel		Methods of Teaching Arabic Language	Arabic Language	Assistant Lecturer
	angel		General Psycholog y	General Psychology	Assistant Lecturer
	angel		Methods of Teaching Art Education	Art Education	Assistant Lecturer
	angel		Methods of Teaching	Quranic Sciences	Assistant Lecturer

			the Holy Quran and Islamic Education		
	angel		Methods of Teaching the Holy Quran and Islamic Education	Quranic Sciences	Assistant Lecturer
	angel		Methods of Teaching General Science	Science Teaching Methods	Assistant Lecturer
	angel		Educational Psychology	Educational Psychology	Assistant Lecturer
	angel		Methods of Teaching the Holy Quran and Islamic Education	Quranic Sciences and Islamic Education	Assistant Lecturer

	angel		Educationa l Psycholog y	Educational Psychology	Assistant Lecturer
	angel		Personality Psycholog y	General Psychology	Assistant Lecturer



Professional Development
Directing new faculty members to participate in workshops and seminars that contribute to raising their intellectual and cultural level
Professional development of faculty members through their participation in modern teaching methods courses

12. Acceptance Criterion
1- central
2- parallel
3- Families of the martyrs

13. Top sources of information about the program

Textbooks

- 1- Developmental Psychology Hamed Abd El , Salam Zahran
- 2- Educational Psychology Abd El , Rahman Adas
- 3- General Psychology Abd El, Amir Abboud Al , Shamsi
- 4- Educational Research Methods Aziz Hanna Daoud and Anwar Hussein Abdel Rahman
- 5- Mental Health Jamal Hussein Al-Alusi
6. Libraries
- 7- Internet

14. Program Development Plan

1. Using new concepts in the field of educational and psychological sciences
2. Using modern electronic devices to present information and psychological problems and provide appropriate solutions.
3. Providing a psychological laboratory to review Iraqi and international psychological tests and measures



Program Skills Chart															
Learning outcomes required from the program															
Values				Skills				Knowledge				Standar d or Option al	Course Name	Course Code	Year / Level
A4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
*	*	*	*	*	*	*	*	*	*	*	*	Essenti al	General Psychology	101 PGP	First First
*	*	*	*	*	*	*	*	*	*	*	*	Essenti al	Foundatio ns of Education	102 P FE	
*	*	*	*	*	*	*	*	*	*	*	*	Essenti al	Human rights	103PHRD	
*	*	*	*	*	*	*	*	*	*	*	*	Essenti al	Calculators	104 PCS	
*	*	*	*	*	*	*	*	*	*	*	*	Essenti al	General Arabic	105 PGA	
*	*	*	*	*	*	*	*	*	*	*	*	Essenti al	Introduction to Sociology	106 P IS	

*	*	*	*	*	*	*	*	*	*	*	*	Essential	English Texts	107 P EL	
*	*	*	*	*	*	*	*	*	*	*	*	Essential	Environmental Education	108 PenE	
*	*	*	*	*	*	*	*	*	*	*	*	Essential	Individual Differences	109 P PID	
*	*	*	*	*	*	*	*	*	*	*	*	Essential	Arabic Language	210 P AL	The se
*	*	*	*	*	*	*	*	*	*	*	*	Essential	Continuing Education	211 P CE	
*	*	*	*	*	*	*	*	*	*	*	*	Essential	Computers	212 PCS	
*	*	*	*	*	*	*	*	*	*	*	*	Essential	Educational Statistics	213 PDS	
*	*	*	*	*	*	*	*	*	*	*	*	Essential	Social Psychology	214 PSPs	
*	*	*	*	*	*	*	*	*	*	*	*	Essential	Educational Planning	215 PEP	
*	*	*	*	*	*	*	*	*	*	*	*	Essential	Developmental Psychology	216 P GPs	

*	*	*	*	*	*	*	*	*	*	*	*	Essential	Curriculum & Textbook	217 P TA	
*	*	*	*	*	*	*	*	*	*	*	*	Essential	English	218 PEL	
*	*	*	*	*	*	*	*	*	*	*	*	Essential	Educational Psychology	219 P EPs	
*	*	*	*	*	*	*	*	*	*	*	*	Essential	sport	220P Sp	
*	*	*	*	*	*	*	*	*	*	*	*	Essential	Crimes of the Baath regime		
*	*	*	*	*	*	*	*	*	*	*	*	Essential	<i>Experimental Psychology</i>	321 PEPs	
*	*	*	*	*	*	*	*	*	*	*	*	Essential	<i>Psychological Counselling</i>	322 P PGEG	

													<i>g and Educatio nal Guidance</i>		
*	*	*	*	*	*	*	*	*	*	*	*	Essenti al	<i>Cognitive Psycholo gy</i>	323 PCPs	
*	*	*	*	*	*	*	*	*	*	*	*	Essenti al	<i>Personali ty Psycholo gy</i>	324P PPs	
*	*	*	*	*	*	*	*	*	*	*	*	Essenti al	<i>Educatio nal Technolo gies and Educatio</i>	325 P ETET	

													nal Technolo gy		
*	*	*	*	*	*	*	*	*	*	*	*	Essenti al	General Teaching Methods	326 GTM	
*	*	*	*	*	*	*	*	*	*	*	*	Essenti al	Inferenti al Statistics	327 P IS	
*	*	*	*	*	*	*	*	*	*	*	*	Essenti al	Scientific Research Methodol ogy	328 P SRM	
*	*	*	*	*	*	*	*	*	*	*	*	Essenti al	Compara tive Educatio n	329 PCE	

*	*	*	*	*	*	*	*	*	*	*	*	Essential	<i>Physiological Psychology</i>	330 P PhP	
*	*	*	*	*	*	*	*	*	*	*	*	Essential	<i>English</i>	331P EL	
*	*	*	*	*	*	*	*	*	*	*	*	Essential	<i>Behavior modification</i>	432 P BM	Fo
*	*	*	*	*	*	*	*	*	*	*	*	Essential	<i>Educational Administration</i>	433PEA	
												Essential	<i>Teaching Thinking</i>	434 PTTh	

												Essential	<i>Mental health</i>	435 PPsH	
												Essential	<i>Economics of Education</i>	436 PEEc	
												Essential	<i>Measurement and Evaluation</i>	437 PME	
												Essential	<i>Watch & Apply Practical Education</i>	438 PAP	

												Essential	Philosophy of Education	439 PEPH	
												Essential	<i>Special Education</i>	440 P SE	
												Essential	<i>Graduation Research Project</i>	441 PRP	
												Essential	<i>English</i>	442P EL	



Please tick the boxes corresponding to the individual learning outcomes from the programme under assessment

1.	Course Title :General Psychology
2.	Course Code: PGP101
3.	Semester / Year : 2024-2025
4.	Date of preparation of this description : 1/9/2024
5.	Available Forms of Attendance : Class Attendance
6.	Number of Hours of Study (Total) / Number of Units (Total): (2) Hours per Week (25) Weeks with a Total of (100) Hours.
7.	Name of the course administrator (if more than one name is mentioned):
	Name: Prof. Dr. Sally Taleb Alwan Email: salitalib1964@gmail.com
8.	Course Objectives

<p>Developing students' abilities.</p> <ul style="list-style-type: none"> - Studying and understanding the concept of general psychology, which is related to the individual's ability to understand the generalities of this science because the student encounters it for the first time. - Studying and understanding the concept of general psychology, which is related to the individual's ability to understand the generalities of this science because the student encounters it for the first time. - Increasing the understanding of the learning and teaching process functionally and familiarizing yourself with the many details of the concept of general psychology. - Ensuring that the student is familiar with a wide knowledge and is deeply immersed in the details of life in its broad form. It also ensures that the student is able to understand himself first and understand others as a result. - The study of the history and beginnings of general psychology, starting from the existence of man on the surface of the earth and ending with modern schools, passing through the evolutionary stages of this science. <p>Enriching psychological and educational thought through understanding and applying the foundations and principles of general psychology that may necessarily be mixed with the principles of other nearby sciences related to the social sciences as a whole.</p>	<p>Course Objectives</p>
<p>9. Teaching and Learning Strategies</p>	

<ol style="list-style-type: none"> 1. Identify sources that fit the vocabulary and objectives of the course. 2. Distributing study tasks among students. 3. Preparing a record of grades, whether daily or monthly, for all students. 4. Explaining each topic by the professor and the students in charge of preparing the topic. 5. Conduct daily tests to identify the extent of students' understanding of the topics. 6. Evaluating students continuously through participation in topics. 7. Conducting monthly tests. 					Strategy
10. Course Structure					
Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hours	The week
Participation and daily testing.	Lecture	General psychology, definition, its development throughout history, most prominent schools, both ancient and modern	Introducing the student to the general psychology course	4	First and second
Participation and daily testing.	Lecture	The concept of behavior and the genetic and environmental factors affecting it	Introducing the student to the behavior and the factors affecting it.	4	Third and Fourth
Participation and daily testing.	Lecture	Motives, Types and Theories Explained Reasons for low motivation	Introducing the student to the motivations.	4	V

Participation and daily testing.	Lecture	The meaning of emotion, types of emotions, their definition and theories	Introducing the student to emotions.	4	Sixth and Seventh
Participation and daily testing.	Lecture	What is the meaning of trends, what are their elements, and what are the methods of measuring them?	Introducing the student to psychological trends.	4	Eighth
Posts and Daily Testing	Lecture	Methods of measuring trends, in particular the Likert method.	Completing the topic of directions. This is because the methods of measuring directions.	4	Ninth
Participation and daily testing.	Lecture	The concept of attention, its types, and the factors affecting it.	Attention. Its nature and types.	4	X
Posts and daily testing.	Lecture	The concept of sensory perception, perception and sensations. Factors affecting sensory perception.	Perceptual.	4	Eleventh
Written test, participations, and daily test.	Lecture	Review of external factors in sensory perception.	Completing the subject of sensory perception.	2	Twelfth

Written test, participation s, and daily test.	Lecture	Internal factors of sensory perception.	Completing the subject of sensory perception.	2	Thirteenth
Written test, participation s, and daily test.	Lecture	The meaning of recall, the stages of memory, mental processes in the memory cycle, types of memory.	Mental processes. Remember	4	Fourth and fifteenth
Written test, participation s, and daily test.	Lecture	Its definition, the factors affecting it.	Forgetfulness	4	Sixth and Seventeenth
Written test, participation s, and daily test.	Lecture	Its definition, types and steps Obstacles affecting sound reasoning	heuristics	2	Eighteenth
Written test, participation s, and daily test.	Lecture	Explain in detail the obstacles to proper reasoning	Completing the topic of inference	4	Nineteenth and twentieth

Written test, participations, and daily test.	Lecture	Its meaning, the tools of thinking, the factors influencing thinking, the mental processes involved in thinking.	Thinking.	2	Twenty first
Written test, participation s, and daily test.	Lecture	Its definition, stages, skills	Creativity	2	Twenty second
Written Exam and Participation in Solving Applied Exercises and Paper Evaluation	Lecture	Definition, Types, Characteristic s, Conditions	Learning	2	Twenty-third
Written Test, Participation s and Daily Testing	Lecture	Factors Affecting Learning Efficiency	Continuing Learning	2	Twenty fourth
Written Test, Participation s and Daily Testing	Lecture	Theories Explaining Learning Watson and Pavlov's theory	Continuing Learning	2	Twenty fifth

Written Test, Participation s and Daily Testing	Lecture	Instrumental relational theory Thorndike	Continuing Learning	2	Twenty-sixth
Written Test, Participation s and Daily Testing	Lecture	Clairvoyant learning	Completing the learning class	2	Twenty Seventh
11. Course Evaluation					
Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams.... etc Annual Pursuit Score of 50% Final exam score of 50%					
12. Learning and Teaching Resources					
An Introduction to General Psychology by Dr. Abdul-Amir Al-Shamsi			Required Textbooks (Methodology, if any)		
Educational Psychology: Theory and Practice by Dr. Yousef Qatami.			Main References (Sources)		
Journals and scientific reports that are relevant to the curriculum			Recommended books and supporting references (scientific journals, reports...)		
All Arabic and local websites			Electronic References, Websites		

1. Course Name:
General Foundations of Education
2. Course Code:
PFE102
3. Semester/Year: Annual

4. Date of preparation of this description:							
3/9/2024							
5. Available Forms of Attendance:							
Class Attendance							
6. Number of Hours (Total) / Number of Units (Total):							
6 hours per week with 25 weeks with a total of 150 hours Number of units 3							
7. Course Administrator Name (if more than one name is mentioned):							
Eng.	Mays	Al-Reem	Abdul	Karim	Dawood	Salman	Em
maysselreem@coeduw.uobaghdad.edu.iq							
8. Course Objectives							
Increasing the student's understanding of the educational and social reality throughout the ages, and understanding the educational process in its utmost necessities, understanding the educational theories of various peoples, ancient and modern, and linking education to social, economic and scientific aspects, as well as linking them to sustainable development.							
9. Teaching and Learning Strategies							
1- Identify resources that fit the vocabulary and objectives of the course 2- Distribution of study assignments among students 3- Preparing a record of daily, quarterly and electronic grades for all students							

4- Explaining the topic by the professor and the students who are in charge of preparing the topic 5- Conduct various tests to ensure the student's understanding					
10. Course Structure					
Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hours	The week
Oral and Written Testing	Dialogue discussion	The Meaning and Objectives of Education	The meaning and objectives of education are necessary	3	1
Oral and Written Testing	Dialogue discussion	Its theories, and fields	Its function, theories and fields	3	2

Oral and Written Testing	Dialogue discussion	a The Historical Basis of Education	The Historical Basis of Education	3	3
Oral and Written Testing	Dialogue discussion	a Education in the Mesopotamian Civilization	Ancient Education+	3	4
Oral and Written Testing	Dialogue discussion	a The Historical Basis of Education	Chinese Education+A	3	5

Oral and Written Testing	Dialogue discussion	a The Historical Basis of Education	Greek Education	3	6
Oral and Written Testing	Dialogue discussion	a The Historical Basis of Education	Primitive education	3	7
Oral and Written Testing	Dialogue discussion	a The Historical Basis of Education + The Family Book in Islam	Arabic education before Islam and after Islam + the seventh hadith - women's work at home and outside it	3	8

Oral and Written Testing	Dialogue discussion	a	The Historical Basis of Education - The Family Book in Islam	Modern Education + The Seventh Hadith - Women's Work at Home and Outside	3	9
Oral and Written Testing	Dialogue discussion	a	The Social Basis of Education	The Relationship between Education and Society	3	10
Oral and Written Testing	Dialogue discussion	a	The Social Basis of Education	The relationship between the individual and the environment	3	11

Oral and Written Testing	Dialogue discussion	a The Social Basis of Education	Moral Education	3	12
Oral and Written Testing	Dialogue discussion	a The Social Basis of Education	Family Education,	3	13
Oral and Written Testing	Dialogue discussion	a The Social Basis of Education	National Education and Health Education	3	14

Oral and Written Testing	Dialogue discussion	a The Social Basis of Education	Environmental Education & Clean Energy Sources +	3	15
Oral and Written Testing	Dialogue discussion	a The Economic Basis of Education	Education and its impact on economic development and sustainable development +	3	16
Oral and Written Testing	Dialogue discussion	a The Economic Basis of Education	Is education an investment or a consumption +	3	17

Oral and Written Testing	Dialogue discussion	a The Scientific Basis of Education	Education, Methodology in Research and Steps of Scientific Research	3	18
Oral and Written Testing	Dialogue discussion	a Philosophical Foundations	Knowledge and its relationship to education +	3	19
Oral and Written Testing	Dialogue discussion	a Environmental Education	Environmental Education and Sustainable Development	3	20

Oral and Written Testing	Dialogue discussion	a Educational Renewal in Iraq + The Family in Islam	Comprehensive School The Concept of Women Friendship in Islam	3	21
Oral and Written Testing	Dialogue discussion	a Educational Renewal in Iraq + The Family in Islam	Systematic Education + The Importance of Women's Friendship	3	22
Oral and Written Testing	Dialogue discussion	a Educational Renewal in Iraq	Acceleration Schools+	3	23

Oral and Written Testing	Dialogue discussion	a Cultural basis	Culture, Media, and the Relationship between Culture and Education	3	24
Oral and Written Testing	Dialogue discussion	a Social Education	The individual has a certain social need.+	3	25
Oral and Written Testing	Dialogue discussion	a Philosophical basis	Philosophy and Types of Philosophy+	3	26

Oral and Written Testing	Dialogue discussion	a Philosophical basis	Educational Application on Philosophy + H	3	27
Oral and Written Testing	Dialogue discussion	a Psychological basis	Social Control and Mental Processes	3	28
Oral and Written Testing	Dialogue discussion	a Philosophical basis	Philosophy of Education	3	29

Oral and Written Testing	Dialogue discussion	Social Education	Social needs and their relationship to education + child care	3	30
-----------------------------------	------------------------	-----------------------------	---	----------	-----------

11.Course Evaluation

The tasks are distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily exams, electronic assignments, and making reports and posters.

The annual pursuit score is 50

The final exam score is 50

12.Learning and Teaching Resources

Foundations of Education	1- Required Textbooks
--------------------------	-----------------------

<ul style="list-style-type: none"> ➤ Emile Durr Kaheim, Education and Society, Al-Nahda, Cairo, 1999 ➤ Morsy, Mohamed Mounir (1992): Fundamentals of Education, Cairo, World of Books, . ➤ Dr. Ibrahim Nasser, Foundations of Education, Dar Al-Tali'a, Amman, 2004 ➤ Sayyid Martyr Muhammad Muhammad Sadiq Al-Sadr (may God sanctify his secret) The Book of the Family in Islam ➤ 	2- Key Reference(s)
	13. Course Development Plan
	Adding the enrichment material dedicated to the general foundations

	<p>of education approved by the Committee of Deans of the Faculty of Education from the book "The Family in Islam" by the martyr Muhammad Sadiq Al-Sadr, the sixth hadith and the seventh hadith.</p> <p>Adding the concept of sustainable development and also its goals</p>
--	--

1. Course Title:	Human Rights and Democracy
2. Course Code: PHRD 103	
3. Semester / Year:	2025
4. Date of preparation of this description:	1/10/2025
5. Available Forms of Attendance: In-Person and Online	
6. Number of Hours (Total) / Number of Units (Total):	

60 Hours / 2	
7. Name of Course Administrator (if more than one name is mentioned) Eng. Manar Salah Ismail	
8. Course Objectives	
	<ul style="list-style-type: none"> • Defining the new generation on human rights in all its details • Raising the awareness of the new generation about the dangers of Violation of human rights. • Introducing students to the concepts of rights, freedom, and democracy. • Providing students with a set of historical information and concepts about the most important concepts and laws related to human rights, individual freedom, and democracy, and their principles and types.
9. Teaching and Learning Strategies	
Strategy: Lecture and Discussion	
10. Course Structure	

Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hours	The week
auditions Reports & Studies	Lecturing Explanation	The concept of human rights and its definitions	Introducing students to the most important ideas related to each incoming word	2	1
Testing and Achievement	Lecture	Human Rights in Ancient Civilizations	The student learns to:	2	2
Testing and Achievement	Lecture	Human Rights in Monotheistic Religions	The student learns to:	2	3
Testing and Achievement	Lecture	Human Rights in the Middle Ages and the Renaissance	The student learns to:	2	4
Testing and Achievement	Lecture	European intellectuals and philosophers and their role in the field of human rights	The student learns to:	2	5

Testing and Achievement	Lecture	Declaration on the Rights of Man and the Citizen in France	The student learns to:	2	6
Testing and Achievement	Lecture	Characteristics and Duties of the Islamic Ruler: The Furry of the Era of Imam Ali (peace be upon him)	The student learns to:	2	7
Testing and Achievement	Lecture	Universal Declaration of Human Rights	The student learns to:	2	8
Testing and Achievement	Lecture	International Covenants on Human Rights	The student learns to:	2	9
Testing and Achievement	Lecture	Regional and International Constitutions and Conventions	The student learns to:	2	10
Testing and Achievement	Lecture	Regional and International Constitutions and Conventions	The student learns to:	2	11
Testing and Achievement	Lecture	Monthly Exam	The student learns to:	2	12
Testing and	Lecture	The Role of Humanitarian NGOs Concerned with Human Rights	The student learns to:	2	13

Achievement					
Testing and Achievement	Lecture	The Role of Humanitarian NGOs Concerned with Human Rights	The student learns to:	2	14
Testing and Achievement	Lecture	Human Rights in National Legislation	The student learns to:	2	15
Testing and Achievement	Lecture	The Iraqi Constitution and the articles contained therein concerning human rights	The student learns to:	2	16
Testing and Achievement	Lecture	Monthly Exam	The student learns to:	2	17
Testing and Achievement	Lecture	Half Year Break	The student learns to:	2	18
Testing and Achievement	Lecture	Half Year Break	The student learns to:	2	19
Testing and	Lecture	The Concept of Democracy and its Definitions	The student learns to:	2	20

Achievement					
Testing and Achievement	Lecture	The Historical Dimension of Democracy	The student learns to:	2	21
Testing and Achievement	Lecture	Democracy in Islam and Other Divine Laws	The student learns to:	2	22
Testing and Achievement	Lecture	The Emergence of Democracy in Modern Times	The student learns to:	2	23
Testing and Achievement	Lecture	Monthly Exam	The student learns to:	2	24
Testing and Achievement	Lecture	Democracy in Western Society	The student learns to:	2	25
Testing and Achievement	Lecture	Freedom of opinion and right to expression	The student learns to:	2	26
Testing and Achievement	Lecture	Democratic Ideology	The student learns to:	2	27

Testing and Achievement	Lecture	Characteristics and Characteristics of Democracy	The student learns to:	2	28
Testing and Achievement	Lecture	Principles of Democracy	The student learns to:	2	29
Testing and Achievement	Lecture	Elements of democratic governance and means of exercising it	The student learns to:	2	30
11. Course Evaluation 1- Theory Tests 2- Reports and Studies					
12. Learning and Teaching Resources					
Riad Aziz Hadi, Human Rights: Its Origin, History and Development.		Required Textbooks (Methodology, if any)			
Riad Aziz Hadi, Democracy: Its Origin, Development and History. <ul style="list-style-type: none"> - The Third World and Human Rights, Riad Aziz Adi - Human Rights, Democracy and Public Freedoms, Maher Sabri Kazim 		Key Reference(s)			

<ul style="list-style-type: none"> - International Covenants on Human Rights, Center for Human Rights Studies in Egypt - Democracy and Human Rights A Social Perspective, Ali and Tut. - The Center of Man in the Mass Society: A Historical Study on Human Rights, Abdel Salam Ali - Democracy in Islam - Abbas Mahmoud Al-Akkad - Democracy and Human Rights in Iraq, Saad Qasim Hamoudi - Democracy and Human Rights, Muhammad Younis Al-Sayegh - Ali and Human Rights, George Jarda - The Roots of Democratic Thought in Modern Iraq - Amer Hassan Al-Fayyad 	
<ul style="list-style-type: none"> - Generation Human Rights Magazine / Lebanon 	<p>Recommended Books and Supporting References (Scientific Journals, Reports, etc.)</p>

<ul style="list-style-type: none"> - Jinan Journal for Human Rights / Jinan University / Tripoli, Lebanon - Arab Journal of Human Rights, Tunisia 	
There isn't any	Electronic References, Websites
13. Course Development Plan: Preparing courses and workshops to learn about new laws that will protect human rights and human rights from possible violations.	

14.	Course Name Computer
	Computer
15.	Course Code

PCS104	
16. Semester / Year 2024- 2025	
annual	
17. Date of this description	
2024- 2025	
18. Forms of attendance available daily	
Physical + Electronic	
19. Number of Hours (Total)/Number of Units (Total) 32 Hours 64 Units	
20. Name of the course administrator (if more than one name is mentioned)	
Name: Assoc. Prof. Amer Abd Khalaf	
Email : amerallehiebe@coeduw.uobaghdad.edu.iq	
21. Course Objectives	
Providing students with the following concepts: Introduction computers/computer generations, Computer components and architecture, hardware/memory types, input and output devices.	Course Objectives

Provide students with information about: Software Components/Operating System					
MS Windows					
MS Word 2007					
22. Teaching and Learning Strategies					
				Strategy	
23. Course Structure					
Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hours	The week
audition	Lecture-Calculator	The concept of computer science	The student will learn about:	3	1-3
audition	Lecture-Calculator	Computer Parts & Components	The student will learn about:	5	4-8

audition	Lecture-Calculator	Input and Output Units	The student will learn about:	3	9-12
audition	Lecture-Calculator	Software Components	The student will learn about:	4	10-16
audition	Lecture-Calculator	Computer Operating System	The student learns to:	9	17-24
audition	Lecture-Calculator	Word Document Printing System	The student will learn about:	4	25-28
audition	Lecture-Calculator	Word System Interface and Tabs	The student was introduced to:	7	29-32
24. Course Evaluation					
Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc. etc					
25. Learning and Teaching Resources					
			Required Textbooks (Methodology, if any)		
Microsoft Word Book 2010 Mohamm Abu Al-Ela			Main References (Sources)		
			Recommended books and supporting references (scientific journals, reports...)		
			Electronic References, Websites		

1. Course Title : General Arabic
2. Course Code:PGA105
3. Semester / Year : 2024-2025
4. Date of preparation of this description : 20/9/2024
5. Available Forms of Attendance : Class Attendance
6. Number of Hours of Study (Total) / Number of Units (Total): (1) Hours per Week with 4 Monthly
A total of 30 weeks per year
7. Name of Course Administrator (if more than one name is mentioned): Eng. Ibtihal Adel Abdullah
<ul style="list-style-type: none"> Email : ibtihal.a@coeduw.uobaghdad.edu.iq
8. Course Objectives

1– Enabling students to write and control the correct spelling from clerical errors. 2– Hone writing skills by improving your handwriting after adjusting the writing of words 3– Preparing a generation aware of the status of the Arabic language as the language of the Holy Quran and the means of communication in society through controlling reading and writing.					Course Objectives
9. Teaching and Learning Strategies					
1- Identify sources that fit the vocabulary and objectives of the course . 2- Distributing study tasks among students . 3- Preparing a record of grades, whether daily or monthly, for all students . 4- Explaining each topic by the professor and the students in charge of preparing the topic . 5- Conducting daily oral tests to identify the students' understanding of the topics. 6- Evaluating students continuously through participation in topics. 7- Conducting monthly tests .					Strategy
10. Course Structure					
Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hours	The week

Written test, participations, and daily test.	Lecture	Language is a means of communication	Defining Language as a Means of Communication	II.	First and second
Written test, participations, and daily test.	Lecture	Communication Objective	Knowing the goals of communication	II.	Third and Fourth
Written test, participations, and daily test.	Lecture	Hamzat Al , Wasl	Arabic grammar	1	V
Written test, participations, and daily test.	Lecture	Positions of the Link	Arabic grammar	II.	Sixth and Seventh
Written test, participations, and daily test.	Lecture	Hamza al-Qatim	Arabic grammar	1	Eighth
Written test and paper evaluation.	Lecture		test	1	Ninth
Written test, participations, and daily test.	Lecture	How to Write a Cut	Arabic grammar	1	X
Written test, participations, and daily test.	Lecture	Language Exercises	Spelling exercises	1	Eleventh
Written test, participation and daily test	Lecture	Language skills	Arabic grammar	1	Twelfth

Written test, participations, and daily test.	Lecture and Practical Application	Cutting Points	Arabic grammar	1	Thirteenth
Written test, participations, and daily test.	Lecture	The plural of the feminine intact	Arabic grammar	II.	Fourth and fifteenth
Written test, participations, and daily test.	Lecture	The plural of the masculine	Arabic grammar	II.	Sixth and Seventeenth
Written test, participations, and daily test.	Lecture		test	1	Eighth
Written test, participations, and daily test.	Lecture	Naming Literature	Arabic literature	II.	Nineteenth and twentieth
Written test, participation and daily test	Lecture	Literary Life in the Pre-Islamic Era	Pre-Islamic literature	1	Twenty first

Written test, participations, and daily test.	Lecture	History of Literature	History of Literature	1	Twenty second
Written Exam and Participation in Solving Applied Exercises and Paper Evaluation	Lecture	Definition of the Naming Continuation	Pendants	1	Twenty-third
Written Test, Participations and Daily Testing	Lecture	Different Names	Pendants	1	Twenty fourth

Written Test, Participations and Daily Testing	Lecture	Pendant owners	Pendants	1	Twenty fifth Twenty- sixth Twenty Seventh Twenty Eight Twenty- ninth Xxx
	Lecture	His life, his literary status and his commentary	Imru al-Qais	1	
	Lecture	His life was raised hanging	Zuhair bin Abi Salma	III.	
			test	1	

11. Course Evaluation

Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams etc
Annual Pursuit Score of 50%
Final exam score of 50%

12. Learning and Teaching Resources

History of Arabic Literature Dr. Shawky Deif A series of lessons on general Arabic for non-majors	Required Textbooks (Methodology, if any)
	Main References (Sources)

All new issues of international and Arabic journals that are relevant to the curriculum	Recommended books and supporting references (scientific journals, reports...)
	Electronic References, Websites

Course Title : Sociology 1	
2. Course Code:	
PIS106	
3-Semester / Year : 2024-2025	
4-Date of preparation of this description : 1/9/2024	
5. Available Forms of Attendance: Class Attendance	
6. Number of study hours (total) / Number of units (total): (3) hours per week with (25) weeks with a total of (75) hours.	
7. Name of the course administrator (if more than one name is mentioned):	
Name: Eng. Dr. Nada Abdel Karim Najm Email : Nada.A@coeduw.uobaghdad.edu.iq	
8. Course Objectives	
1. Providing graduates with basic knowledge and skills in educational, psychological, and social sciences that help them develop their lives. 2 .Diagnosing how to develop the curriculum, and what are the evaluation standards, methods and steps to reach the ideal level in the preparation of the curriculum	Course Objectives

9. Teaching and Learning Strategies					
<div>1. Following the method of explanation and clarification of the study vocabulary</div> <div>2. Discussions and asking questions inside the classroom in order to open the door for dialogue.</div> <div>3. Lectures</div> <div>4. Homework and discussion</div>				Strategy	
10. Course Structure					
Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hours	The week
Written test, participations, and daily test.	Lecture	Introduction to Sociology	Introduction to Educational Sociology - The Social Concept of Education	6	First and second
Written test, participations, and daily test.	Lecture	Theoretical Thinking in Educational Sociology	Education among ancient philosophers – Education among medieval thinkers.	66	Third and Fourth
Written test, participations, and daily test.	Lecture	Education among social scientists	Contemporary Educational Trends	3	V
Written test, participations, and daily test.	Lecture	The Educational System and Society	Definition of the Educational System	36	Sixth and Seventh

Written test, participations, and daily test.	Lecture	The Structural Elements of the Educational System	Objectives and Functions of the Educational System	3	Eighth
Written test and paper evaluation.	Lecture		test	3	Ninth
Written test, participations, and daily test.	Lecture	The Educational System & the Social Construction of Society	Functions of the educational system.	3	X
Written test, participations, and daily test.	Lecture	School as a social organization	Definition of the school and its establishment.	3	Eleventh
Written test, participation and daily test	Lecture	School and Social Construction	Educational Functions of the School	3	Twelfth
Written test, participations, and daily test.	Lecture	The Classroom as a Social Organization	Learning in the classroom.	3	Thirteenth
Written test, participations, and daily test.	Lecture	Social Construction of Classroom	Classroom and reward social construction.	6	Fourteenth and fifteenth

Written test, participations, and daily test.	Lecture	Roles and Social Relationships	Classroom Roles and Classroom Management	6	Sixth and Seventeenth
Written test, participations, and daily test.	Lecture		test	3	Eighteenth
Written test, participations, and daily test.	Lecture	Education and Social Processes in Society	Education, Integration and Change in Society	6	Nineteenth and twentieth
Written test, participation and daily test	Lecture	Education and Social Control	The Importance of Social Control	3	Twenty first
Written test, participations, and daily test.	Lecture	Education and Social Mobility	The importance and definition of social mobility.	3	Twenty second
Written Exam and Participation in Solving Applied Exercises and Paper Evaluation	Lecture	Social Progression	Education and the importance of the movement	3	Twenty-third

Written Test, Participations and Daily Testing	Lecture	Learning and Social Personality Formation	Learning is important and definitive.	3	Twenty fourth
Written Test, Participations and Daily Testing	Lecture	Psychological sociology	Sociology and Psychology Units of Correlation	3	Twenty fifth

11. Course Evaluation

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

Annual Pursuit Score of 50%

Final exam score of 50%

12. Learning and Teaching Resources

Educational Sociology – Dr. El– Sayed Ali Sheta – Dr. Fadia Omar Al– Jolani – 1997 – Egypt	Required Textbooks (Methodology, if any)
	Main References (Sources)
All new issues of international and Arabic journals that are relevant to the curriculum	Recommended books and supporting references (scientific journals, reports...)
All Arabic and local websites	Electronic References, Websites

1. Course Name: English	
2. Course Code: PEL107	
3-Semester / Year : 2024-2025	
4-Date of preparation of this description : 1/9/2024	
5. Available Forms of Attendance: Class Attendance	
6. Number of study hours (total) / Number of units (total): (1) hours per week with a total of (30) hours.	
7. Name of the course administrator (if more than one name is mentioned):	
Name: Assoc. Prof. Dr. Sawsan Karim Zughir Email : sawsan.k@coeduw.uobaghdad.edu.iq	
Course Objectives	
1. Acquire a variety of vocabulary that enriches the students' linguistic balance 2. Understanding and using the most common everyday expressions 3. Getting to know yourself and others as well as asking or answering questions about personal details such as where you live and the things you own 4. Write and express yourself in different tenses in simple phrases. 5. Gain confidence in being able to speak, listen and read English	8. Objectives of the course
Teaching and Learning Strategies	

8- Identify sources that fit the vocabulary and objectives of the course. 9- Distributing study tasks among students. 10-Preparing a record of grades, whether daily or monthly, for all students. 11-Explaining each topic by the professor and the students in charge of preparing the topic. 12-Conduct daily tests to identify the extent of students' understanding of the topics. 13-Evaluating students continuously through participation in topics. 14-Conducting monthly tests.				9. Strategy	
10. Course Structure					
Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hours	The week
Written Test, Participations and Daily Testing	Lecture	Introduction	Giving an introduction about the book, its importance, and objectives	1	1.
Written test, participations, and daily test.	Lecture	Unit one: Hello	Introducing students to the way of social communication through language	1	2.
Written test, participations, and daily test.	Lecture	Unit Two: Your World, part one	Allow learners to learn about countries around the world	1	3.
Written test, participations, and daily test.	Lecture	Unit Two: Your World, part two	Allow learners to learn about countries around the world	1	4.
Written test, participations, and daily test.	Lecture	Unit Three: All about you	Personal life and everything related to the individual	1	5.

Written test and paper evaluation.	Lecture	Unit Four: Family and friends	Meet family and friends		6.
Written Exam	examination	Exam	Exam in four units	1	7.
Written test, participations, and daily test.	Lecture	Unit Five: The way I live, Part 1	The way an individual lives in society	1	8.
Written test, participations, and daily test.	Lecture	Unit Five: The way I live, part 2	The way an individual lives in society	1	9.
Written test, participations, and daily test.	Lecture	Unit Six: Every day, part one	What are the tasks that an individual does on a daily basis?	1	10.
Written test, participations, and daily test.	Lecture	Unit Six: Every day, part two	What are the tasks that an individual does on a daily basis?	1	11.
Written test, participations, and daily test.	Lecture	Writing composition	Write an Essay About Friend	1	12.
Written Exam	Lecture	Unit Seven: My favourites	What are everyone's favorite things	1	13.
Written Exam	examination	Exam	Three-unit exam	1	14.
Written Exam and Participations And the daily test	Lecture	Revision	Review previous chapters	1	15.
		Second Semester			

Written Exam and Participation in Solving Applied Exercises and Paper Evaluation	Lecture	Unit Eight: Where I live, Part One	Identify where people live	1	16.
Written Test, Participations and Daily Testing	Lecture	Unit Eight: Where I live, Part two	Identify where people live	1	17.
Written Test, Participations and Daily Testing	Lecture	Unit Nine: Times past	Past times people lived	1	18.
Written Test, Participations and Daily Testing	Lecture	Unit Ten: We had a great time, Part One	The wonderful times that everyone is going through	1	19.
Written Test, Participations and Daily Testing	Lecture	Unit Ten: We had a great time Part two	The wonderful times that everyone is going through	1	20.
Written Test, Participations and Daily Testing	Lecture	Unit Eleven: I can do that	The Means to Achieve Things in a Difficult Society	1	21.
Written test	examination	Exam	Three-unit exam	1	22.
Written Test, Participations and Daily Testing	Lecture	Unit Twelve: Please and thank you, Part One	Learn how to request and respond politely	1	23.

Written Test, Participations and Daily Testing	Lecture	Unit Twelve: Please and thank you, Part two	Learn how to request and respond politely	1	24.
Written Test, Participations and Daily Testing	Lecture	Writing composition	Write an essay about the mother	1	25.
Written Test, Participations and Daily Testing	Lecture	Unit Thirteen: Here and now, Part One	The work people do now and everywhere	1	26.
Written Test, Participations and Daily Testing	Lecture	Unit Thirteen: Here and now, Part two	The work people do now and everywhere	1	27.
Written Test, Participations and Daily Testing	Lecture	Unit Fourteen: It's time to go	How to visit and how to leave from one place to another	1	28.
Written Exam	examination	Exam	4-unit exam	1	29.
Written Test, Participations and Daily Testing	Lecture	Revision	Review	1	30.
11. Course Evaluation					
Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams.... etc Annual Pursuit Score of 50% Final exam score of 50%					
12. Learning and Teaching Resources					
Liz Soars and John Soars. (2019). New Headway: Beginner Student's Book (4th edition). Oxford: Oxford University Press.			Required Textbooks (Methodology, if any)		
\			Main References (Sources)		

All new issues of international and Arabic journals that are relevant to the curriculum	Recommended books and supporting references (scientific journals, reports...)
All Arabic and local websites	Electronic References, Websites

1- Course Name:
Environmental Education
2. Course Code
PEne108
3- Semester / Year : Annual
annual
4. Date of preparation of this description
2024- 2025
5. Available Forms of Attendance
Physical and electronic
6- Number of study hours (total) Number of units (total)

2 hours per week / 2 units

7. Name of the course administrator (if more than one name is mentioned)

Name : Assoc. Prof. Dr. Abeer Abdel Moneim Ahmed

8. Course Objectives

The curriculum aims to prepare students who are familiar with the importance of the environment and introduce them to the goals of the environment.

1. Providing students with knowledge of the most important environmental concepts included in the course
- 2– Developing the ability to face environmental problems
- 3– Employing knowledge to deal with real–world sustainable problems

9. Teaching and Learning Strategies

- Strategy
- Discussion Method
- Brainstorming
- Collaborative Learning

10 – Course Structure

method Evaluation	Learning Method	Unit Name or Subject	Learning outcomes Required	Hours	The week
Classroom Performance and exams	Discussion and questioning	Definition of the environment and sustainable environment Environmental Concepts	Identify the most important environmental concepts	2	November 1
Classroom Performance and exams	Discussion and questioning	A brief history of the concept of	Identify the historical development of the concept of	2	November 2

		environmental education	environmental education		
Classroom Performance and exams	Discussion and questioning	Environmental Education in Islam	Identifying Environmental Education Methods in Islam	2	November 3
Classroom Performance and exams	Discussion and questioning	Environment and its components	Identifying the environment and its components	2	November - 4
Classroom Performance and exams	Discussion and questioning	Foundations and Principles of Environmental Education	Identify the foundations and principles of environmental education	2	December 1
Classroom Performance and exams	Discussion and questioning	The Importance and Objectives of	Identify the importance and objectives of	2	December 2

		Environmental Education	environmental education		
Classroom Performance and exams	Discussion and questioning	Characteristics of Environmental Education	Identifying the characteristics of environmental education	2	December 3
Classroom Performance and exams	Discussion and questioning	Types of environments	Types of environments	2	December 4
Classroom Performance and exams	Discussion and questioning	Ecosystem Components	Understanding the components of the ecosystem	2	January 1
Classroom Performance and exams	Discussion and questioning	Ecosystems and their Divisions	Understanding ecosystems and their divisions	2	January 2

Classroom Performance and exams	Discussion and questioning	The concept of ecological balance	Identify the concept of environmental balance and its impact on human life	2	February 1
		Spring Break from 1/3/2025 to 8/3/2024		2	
Classroom Performance and exams	Discussion and questioning	General Review		2	February 3
Classroom Performance and exams	Discussion and questioning	The concept of environmental pollution of its types / degrees	Identify the concept of environmental pollution of its types / degrees	2	March 1
Classroom Performance and exams	Discussion and questioning	Environmental Problems	Identify environmental problems	2	March 2

Classroom Performance and exams	Discussion and questioning	Environmental Compatibility	Understanding the meaning of environmental compatibility	2	March 3
Classroom Performance and exams	Discussion and questioning	Environmental Management	Understanding the concept of environmental management	2	March 4
Classroom Performance and exams	Discussion and questioning	Environmental Communication / Environmental Citizenship	Understanding the concept of environmental communication / environmental citizenship	2	Forgetting 1
Classroom Performance and exams	Discussion and questioning	Environmental Education Methods in Kindergarten	Identifying Environmental Education Methods in Kindergarten	2	April 2
Classroom Performance and exams	Discussion and questioning	Allocating school activities programs for	Learn how to allocate school activity programs to	2	April 3

		environmental education	environmental education		
Classroom Performance and exams	Discussion and questioning	Sustainable Development / Importance / Objectives	Identify the concept of sustainable development / its importance / objectives	2	April 4
Classroom Performance and exams	Discussion and questioning	Activity harmful to the environment	Female students are introduced to activities harmful to the environment	2	May 1
Classroom Performance and exams	Discussion and questioning	environmental protection	The Role of the Individual in Protecting the Environment	2	May 2
Classroom Performance and exams	Discussion and questioning	Environmental conscience	Developing an environmental conscience	2	May 3

11. Course Evaluation

Distribution of a score of 100 according to the tasks assigned to the student
such as daily preparation, daily and oral exams

Monthly, editorial, and reports. . etc

The grade is distributed through several channels:

1– Structural evaluation in daily exams, and observing the student's
performance in class discussions and homework and following up on them.

and the classroom evaluation, and these do not exceed 20% of the total

2– Diagnostic evaluation in the semester and final exams to issue passing and
failing judgments, and this grade is 80% divided into (4) exams for each
semester two exams, to extract the annual quest before entering the final
exams.

12. Learning and Teaching Resources

<p>Environmental Education</p> <p>Prof. Dr. Iyad Ashour Al-Taie</p> <p>Assoc. Prof. Dr. Mohsen Abd Ali</p> <p>University of Baghdad</p> <p>Modern Book Foundation</p> <p>Iraq</p>	<p>Required Textbooks (Methodology Found)</p>
<p>Environmental Education.... Inevitable upbringing</p> <p>Prof. Dr. Ramadan Abdel Hamid Mohamed El-Tantawi</p> <p>Faculty of Education in Damietta, Mansoura University</p> <p>Arab Republic of Egypt</p>	<p>Key Reference(s)</p>
<p>Journal of Psychological Research \ Center for Psychological Research</p>	<p>Books and Supporting References (Scientific Journals, Reports)</p>

	Electronic References, Websites
--	------------------------------------

Course Description Form

1- Course Name:
Psychology of Individual Differences
2. Course Code
PPID109
3- Semester / Year : Annual
annual
4. Date of preparation of this description
2024- 2025
5. Available Forms of Attendance
Physical and electronic
6- Number of study hours (total) Number of units (total)
2 hours per week / 2 units
7. Name of the course administrator (if more than one name is mentioned)
Name : Assoc. Prof. Dr. Salwa Faiq Abed

8. Course Objectives

The curriculum aims to prepare students
to practice a profession

Teaching by:

1. Identify individual differences, determine their types, characteristics, and the importance of studying them.
- 2– Describes the amount of mental and language development of students at different stages of life.
- 3– Define the concepts of intelligence theories.
- 4– Theories of mental organization are listed from a quantitative and cognitive point of view.
- 5– Identify the individual differences in the psyche: level and uneven in

	<p>(compatibility, adaptation, emotions, conflicts, and facing problems).</p> <p>6– Identify the methods and methods of taking into account individual differences between learners</p>
--	---

9. Teaching and Learning Strategies

- **Strategy**
- **Discussion Method**
- **Brainstorming**
- **Collaborative Learning**
- **Applied scientific lectures by bringing dissertations, theses and experimental research**

10 – Course Structure

method Evaluation	Learning Method	Unit Name or Subject	Learning outcomes Required	Hours	The week
Classroom Performance and exams	Discussion and questioning	Individual Differences What are Individual Differences	Introducing the student to the importance of difference psychology	2	November 1

Classroom Performance and exams	Discussion and questioning	A brief history of the beginnings of the study of individual differences	Introducing the student to individual differences	2	November 2
Classroom Performance and exams	Discussion and questioning	The Importance of Having Individual Differences	Introducing the student to the goals of individual differences	2	November 3
Classroom Performance and exams	Discussion and questioning	The field of study of individual differences	Introducing the student to the classification of individual differences	2	November - 4
Classroom Performance and exams	Discussion and questioning	The field of study of individual differences	Clarifying the components	2	December 1

			of individual differences		
Classroom Performance and exams	Discussion and questioning	Methods of studying and measuring individual differences	Enabling students to know the relationship between psychology and other sciences	2	December 2
Classroom Performance and exams	Discussion and questioning	Means of Gathering Information	Enable students to compare aspects of individual differences with personal traits	2	December 3
Classroom Performance and exams	Discussion and questioning	General characteristics	Introducing students to the concept	2	December 4

		of individual differences	of genetic engineering		
Classroom Performance and exams	Discussion and questioning	Factors Causing Individual Differences (Genetics – Environment)	The student explains the relationship between genetics and the environment	2	January 1
Classroom Performance and exams	Discussion and questioning	Rate of consistency in individual differences – chronological age and individual differences	The student explains the rate of consistency in individual differences	2	January 2
Classroom Performance and exams	Discussion and questioning	Individual Differences in Personality	The student knows the individual	2	February 1

			differences in personality		
		Spring Break from 1/3/2025 to 8/3/2024		2	
Classroom Performance and exams	Discussion and questioning	General Review		2	February 3
Classroom Performance and exams	Discussion and questioning	Differences in Intelligence – Appearances	The student differentiates individual differences in intelligence	2	March 1
Classroom Performance and exams	Discussion and questioning	Causes– Differences in Academic Achievement– Factors and Reasons	The student explains the reasons for individual differences	2	March 2

Classroom Performance and exams	Discussion and questioning	Theories of Cognitive Mental Organization Spearman, Thurston	The student explains the theories of cognitive mental organization	2	March 3
Classroom Performance and exams	Discussion and questioning	Gulford, Piaget	The student explains the difference between Piaget's theory and Guilford's theory of individual differences	2	March 4
Classroom Performance and exams	Discussion and questioning	Individual Differences In: Behavior – In Mental Processes	The student explains the differences in mental processes	2	Forgetting 1

Classroom Performance and exams	Discussion and questioning	Language acquisition – gender differences	The student explains how the language acquires the difference between the sexes	2	April 2
Classroom Performance and exams	Discussion and questioning	Individual differences and some personality traits (leadership, need for knowledge, needs and motivations)	The student compares some personality traits	2	April 3
Classroom Performance and exams	Discussion and questioning	Individual differences (physical, mental, psychological,	The student explains individual differences in growth	2	April 4

		and cognitive development) – differences between group members			
Classroom Performance and exams	Discussion and questioning	Individual differences in mental abilities, predispositions, tendencies and attitudes...	The student explains the individual differences in mental abilities	2	May 1
Classroom Performance and exams	Discussion and questioning	Individual Differences in the Psyche: Normal and Uneven	The student is classified between normal and non-normal	2	May 2
Classroom Performance and exams	Discussion and questioning	Methods and Methods of Considering	The student explains the methods and methods of	2	May 3

		Individual Differences between Learners (Educational Applications)	individual differences		
--	--	--	------------------------	--	--

11. Course Evaluation
<p>Distribution of a score of 100 according to the tasks assigned to the student such as daily preparation, daily and oral exams</p> <p>Monthly, editorial, and reports. . etc</p>
<p>The grade is distributed through several channels:</p> <p>1– Structural evaluation in daily exams, and observing the student's performance in class discussions and homework and following up on them.</p> <p>and the classroom evaluation, and these do not exceed 20% of the total</p>

2– Diagnostic evaluation in the semester and final exams to issue passing and failing judgments, and this grade is 80% divided into (4) exams for each semester two exams, to extract the annual quest before entering the final exams.

12. Learning and Teaching Resources

Individual Differences of Students of the Department of Educational and Psychological Sciences Prof. Dr. Abdul–Hussein Razouqi Al– Jubouri	Required Textbooks (Methodology, if any)
Individual Differences and Their Educational Applications Abu Allam Raja, Nadia Sharif	Key Reference(s)
- The Psychology of Differences Between Individuals and Groups Translated by Sayyid Muhammad	Books and Supporting References (Scientific Journals, Reports)

<p>- Introduction to the psychology of difference</p> <p>Mohamed Ramadan Mohamed</p>	
<p>https://judbooks.com/tag/</p>	<p>Electronic References, Websites</p>

1. Course Name : General Arabic / Second Grade
2. Course Code:
PAL210
3. Semester / Year : 2024-2025
4. Date of preparation of this description : 1/9/2024
5. Available Forms of Attendance : Class Attendance
6. Number of study hours (total) / Number of units (total): (2) two hours per week (60) hours
7. Name of the course administrator (if more than one name is mentioned):
Name: Eng. Taghreed Zaki Hadi Email : Tagr1982@coeduw.uobaghdad.edu.iq
8. Course Objectives

1- Introducing the student to the Arabic language, its importance, its letter system, and its most important sciences and knowledge. 2- Knowing the most important methods of searching Arabic dictionaries and their most famous ancient and modern Arabic dictionaries. 3- Clarifying the style of the Qur'anic texts. 4- How to write the number and the numerator correctly. 5- Knowing how to put proper punctuation in sentences. 6- Knowing how to draw the Hamza in the correct way. 7- Knowledge of the structures of the suspicious adjective. 8- Knowing the triple and non-triple verb forms of the subject noun. 9- Knowledge of linguistic errors.	Course Objectives
9. Teaching and Learning Strategies	

1- Identify sources that fit the vocabulary and objectives of the course. 2- Distributing study tasks among students. 3- Preparing a record of grades, whether daily or monthly, for all students. 4- Explaining each topic by the professor and the students in charge of preparing the topic. 5- Conduct daily tests to identify the extent of students' understanding of the topics. 6- Evaluating students continuously through participation in topics. 7- Conducting monthly tests.	Strategy
---	----------

10. Course Structure

Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hours	The week
Written test, participations, and daily test.	Lecture	Suspicious Adjective Structures	The student should be familiar with	2	First and second
Written test, participations, and daily test.	Lecture	Triple and non-triple verb forms For the noun of the subject	The student should be familiar with	2	Third and Fourth
Written test, participations, and daily test.	Lecture	Kan and her sisters	The student should be familiar with	2	V
Written test, participations, and daily test.	Lecture	Anne and her sisters	The student should be familiar with	2	Sixth and the seventh

Written test, participations, and daily test.	Lecture	How to write the number and the numerator correctly.	The student should be familiar with	2	Eight h
Written Test, Participations, and Daily Testing	Lecture	How to Tag Appropriate numbering in Sentences.	The student should be familiar with	2	Ninth
Written Test.	Lecture		audition	2	X
Written test, participations, and daily test.	Lecture	How to draw the Hamza in the correct way.	The student should be familiar with	2	Eleventh
Written test, participation and daily test	Lecture	The most important methods of searching Arabic dictionaries and the most famous dictionaries Ancient and Modern Arabic.	The student should be familiar with	2	Twelfth
Written test, participations, and daily test.	Lecture and Practical Application	The style of the Qur'anic text	The student should be familiar with	2	Thirteenth
Written Exam	Lecture		audition	2	Fourteenth and fifteenth

Written test, participations, and daily test.	Lecture	Poetic texts and their analysis.	The student should be familiar with	2	Sixteenth and seventeenth
Written test, participations, and daily test.	Lecture	The Initiator and the News	The student should be familiar with	2	Eighteenth
Written test, participations, and daily testing.	Lecture	Linguistic errors.	The student should be familiar with	2	Nineteenth and twenty

11. Course Evaluation

Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams.... etc
Annual Pursuit Score of 50%
Final exam score of 50%

12. Learning and Teaching Resources

There isn't any	Required Textbooks (Methodology, if any)
Explanation of Ibn Aqeel, History of Arabic Literature, History of Modern Literature, and Basics of the Arabic Language.	Main References (Sources)
All new editions of international and Arabic journals that are relevant to the curriculum.	Recommended books and supporting references (scientific journals, reports...)

Virtual library and other libraries that students can benefit from in terms of Arabic language basics courses.	Electronic References, Websites
--	---------------------------------

1. Course Name : Continuing Education	
2. Course Code: PCE211	
3-Semester / Year : 2024-2025	
4-Date of preparation of this description : 1/9/2024	
5. Available Forms of Attendance: Class Attendance	
6. Number of study hours (total) / Number of units (total): (4) hours per week with a total of (100) hours.	
7. Name of the course administrator (if more than one name is mentioned):	
Name: Eng. Astabraq Abdullah Abdulhassan Email: istabraq@coeduw.uobaghdad.edu.iq	
8. Course Objectives	
1- Learn about the concepts of lifelong continuing education. 2- Educational Outcomes (Graduates) are able to design a teaching plan according to the forms. 3- Excellence among alternative forms of continuing education	Course Objectives

9. Teaching and Learning Strategies					
15- Identify sources that fit the vocabulary and objectives of the course . 16-Distributing study tasks among students . 17-Preparing a record of grades, whether daily or monthly, for all students . 18-Explaining each topic by the professor and the students in charge of preparing the topic . 19-Conduct daily tests to identify the extent of students' understanding of the topics. 20-Evaluating students continuously through participation in topics. 21-Conducting monthly tests .					Strategy
10. Course Structure					
Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hours	The week
Written test, participations, and daily test.	Lecture	Continuing education, understandable Importance, Objectives	Define the conceptual framework of continuing education and the objectives of Properties	8	First and second
Written test, participations, and daily test.	Lecture	Continuing Education in History	Continuing education in ancient Arab, Islamic, and European civilizations	8	Third and Fourth

Written test, participations, and daily test.	Lecture	Continuing Education Institutions Educational mode	Formal, Non-Formal and Non-Formal Education	4	V
Written test, participations, and daily test.	Lecture	Alternative Forms of Education In Continuing Education	The Role of Alternative Educational Forms and the Extent of Their Impact On an individual.	4 4	Sixth and Seventh
Written test, participations, and daily test.	Lecture	Self-Paced Education	The concept of self-education, the importance of methods	4	Eighth
Written test and paper evaluation.	Lecture		test	4	Ninth
Written test, participations, and daily test.	Lecture	Programmed Learning	The Concept of Programmed Education, Reasons for Education Foundations of Programmed Learning Methods.	4	X
Written test, participations, and daily test.	Lecture	Correspondence Education	The concept of education by correspondence, the reasons for education, the methods of education	4	Eleventh
Written test, participation and daily test	Lecture	Education through communication technologies	Advantages of Educational Television and disadvantages.	4	Twelfth

Written test, participations, and daily test.	Lecture and Practical Application	Vocational training while admitted	Training Concept and Conditions Methods	4	Thirteenth
Written test, participations, and daily test.	Lecture	Open Education	Basic Features of Education Open conditions and justifications	8	Fourth and fifteenth
Written test, participations, and daily test.	Lecture	The Role of Education in Inclusive Development	The Role of Education in Development Comprehensive	8	Sixth and Seventeenth
Written test, participations, and daily test.	Lecture		test	4	Eighteenth
Written test, participations, and daily test.	Lecture	Barriers to Continuing Education in Second Countries	Knowing the factors related to the financial and administrative aspects	8	Nineteenth and twentieth
Written test, participation and daily test	Lecture	Adult Education and Literacy in Education	The Concept of Adult Education	4	Twenty first

Written test, participations, and daily test.	Lecture	Literacy in Developing Homes	The Concept of Literacy	4	Twenty second
Written Exam and Participation in Solving Applied Exercises and Paper Evaluation	Lecture	Psychological Foundations of Adult Education	The importance of studying the psychological foundations	4	Twenty-third
Written Test, Participations and Daily Testing	Lecture	Continuing Education in Iraq	The Importance of Education in Iraq and Its Goals and Justifications	4	Twenty fourth
Written Test, Participations and Daily Testing	Lecture	Planning for the development of out-of-school education	The conceptual framework of out-of-school education, its importance and the difference between school and out-of-school education	4	Twenty fifth
11. Course Evaluation					
Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams etc Annual Pursuit Score of 50% Final exam score of 50%					

12. Learning and Teaching Resources	
Continuing Education 1988 Dawwad Maher Mahmoud / Faculty of Education	Required Textbooks (Methodology, if any)
	Main References (Sources)
All new issues of international and Arabic journals that are relevant to the curriculum	Recommended books and supporting references (scientific journals, reports...)
All Arabic and local websites	Electronic References, Websites

1. Course Name: Computers / Second Grade
2. Course Code: PCS212
3. Semester/ Year 2024-2025
4. Date of preparation of this description 1/9/2024
5. Available Forms of Attendance : In-Person
6. Number of study hours (total) / Number of units (total) 30 weeks with 60 hours

7. Name of the course administrator (if more than one name is mentioned)	
Name: Assoc. Prof. Amer Abd Khalaf Email : amerallehiebe@coeduw.uobaghdad.edu.iq	
8. Course Objectives	
Providing students with information about: MS Excel 2007 MS power point 2007	Course Objectives
9. Teaching and Learning Strategies	
	Strategy
10. Course Structure	

Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hours	The week
audition	Lecture-Calculator	Excel Applications	The student will learn about:	3	1-3
audition	Lecture-Calculator	Excel Interface Bars & Tabs	The student will learn about:	5	4-8
audition	Lecture-Calculator	Excel Tables	The student will learn about:	3	9-12
audition	Lecture-Calculator	Create Tables for Some Excel Applications	The student will learn about:	4	10-16
audition	Lecture-Calculator	PowerPoint Apps	The student learns to:	3	17-19
audition	Lecture-Calculator	Presentation interface bars and tabs	The student will learn about:	7	20-26
		Presentation Slides	The student will learn about:	2	27-28
audition	Lecture-Calculator	Create presentation files for some apps	The student was introduced to:	4	27-32
11. Course Evaluation					

Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc. etc	
12. Learning and Teaching Resources	
	Required Textbooks (Methodology, if any)
	Main References (Sources)
	Recommended books and supporting references (scientific journals, reports...)
	Electronic References, Websites

1. Course Title : Descriptive Statistics	
2. Course Code: PDS213	
3. Semester / Year : 2024-2025	
4. Date of preparation of this description : 1/9/2024	
5. Available Forms of Attendance : Class Attendance	
6. Number of Hours of Study (Total) / Number of Units (Total): (2) Hours per Week (30) Weeks with a Total of (60) Hours.	
7. Name of the course administrator (if more than one name is mentioned):	
Name: Assoc. Prof. Dr. Ahmed Adnan Hafez Email : ahmed.a@coeduw.uobaghdad.edu.iq	
8. Course Objectives	
Providing students with the following concepts: statistics, descriptive statistics, measurement scales, variables, measures of centrality, measures of dispersion, correlation coefficients, relative status scales, methods of data presentation.	Course Objectives
9. Teaching and Learning Strategies	

<p>A. Cognitive Objectives</p> <p>A1- Identify the concept of statistics</p> <p>A2- Identify the concepts of descriptive statistics</p> <p>A3- Identifying the importance of descriptive statistics in the educational aspect</p> <p>A4- Identifying the measures of centralism, its types and importance in the educational aspect</p> <p>A5- Identifying the measures of dispersion, their types and their importance in the educational aspect</p> <p>A6- Identify the differences between measures of centrality and measures of dispersion</p> <p>7- Identify the correlation coefficients, their types and their importance in the educational aspect</p> <p>8. Identify data views</p> <p>9- Identify the measures of the relative situation</p>					Strategy
10. Course Structure					
Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hours	The week
Written test, participations, and daily test.	Lecture	Overview of Statistics and its Importance in Society	The student will learn about:	2	First and second

Written test, participations, and daily test.	Lecture	Types of Statistics	The student will learn about:	2	Third and Fourth
Written test, participations, and daily test.	Lecture	Variants and their types	The student will learn about:	2	V
Written test, participations, and daily test.	Lecture	Measurement Scales and Their Importance	The student will learn about:	2	Sixth and Seventh
Written test, participations, and daily test.	Lecture	Nominal Scale	The student will learn about:	2	Eighth
Written test and paper evaluation.	Lecture		test	2	Ninth
Written test, participations, and daily test.	Lecture	Scale Rating	The student will learn about:	2	X
Written test, participations, and daily test.	Lecture	Interval Scale	The student will learn about:	2	Eleventh
Written test, participation and daily test	Lecture	Relative Measurement Balance	The student will learn about:	2	Twelfth
Written test, participations, and daily test.	Lecture and Practical Application	Arithmetic mean	The student will learn about:	2	Thirteenth

Written test, participations, and daily test.	Lecture	Weighted Medium	The student will learn about:	2	Fourth and fifteenth
Written test, participations, and daily test.	Lecture	Broker	The student will learn about:	2	Sixth and Seventeenth
Written test, participations, and daily test.	Lecture		test	2	Eighteenth
Written test, participations, and daily test.	Lecture	Lines	The student will learn about:	2	Nineteenth and twentieth
Written test, participation and daily test	Lecture	Standard Deviation	The student will learn about:	2	Twenty first
Written test, participations, and daily test.	Lecture	Mean deviation	The student will learn about:	2	Twenty second

Written Exam and Participation in Solving Applied Exercises and Paper Evaluation	Lecture	extent	The student will learn about:	2	Twenty-third
Written Test, Participations and Daily Testing	Lecture	Half-term spring	The student will learn about:	2	Twenty-fourth
Written Test, Participations and Daily Testing	Lecture	Coefficient of Difference	The student will learn about:	2	Twenty-fifth
11. Course Evaluation					
Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams etc Annual Pursuit Score of 50% Final exam score of 50%					
12. Learning and Teaching Resources					

<p>Statistics for Researcher in Education and Humanities \ Ahmed Suleiman Odeh</p> <p>Statistics and its Applications in Educational and Psychological Sciences \ Abdul Jabbar Tawfiq Al-Bayati</p> <p>Applied Statistics \Adnan Awad</p>	<p>Main References (Sources)</p>
<p>Journal of Educational Sciences / Educational and Psychological Research Center</p> <p>Journal of Psychological Sciences / Center for Educational Studies</p>	<p>Recommended books and supporting references (scientific journals, reports...)</p>
<p>https://ktbby.com/</p> <p>www.hnafsf.com</p>	<p>Electronic References, Websites</p>

1. Course Title : Social Psychology	
2. Course Code: /Social Psychology214 PSPs	
3-Semester / Year : 2024-2025	
4-Date of preparation of this description : 1/9/2024	
5. Available Forms of Attendance: Class Attendance	
6. Number of study hours: 2 hours per week	
7. Name of the course administrator (if more than one name is mentioned):	
Name: Eng. Dr. Nour Mahdi Abdel Karim Email noor.mazin.1981@gmail.com	
8. Course Objectives: After completing the course study, the student will be able to understand	
4- Introduction to Social Psychology 5- Its importance in the areas of life 6- Research Methods in Social Psychology 7- Socialization	Course Objectives
9. Teaching and Learning Strategies	

22- Identify sources that fit the vocabulary and objectives of the course . 23-Distributing study tasks among students . 24-Preparing a record of grades, whether daily or monthly, for all students . 25-Explaining each topic by the professor and the students in charge of preparing the topic . 26-Conduct daily tests to identify the extent of students' understanding of the topics. 27-Evaluating students continuously through participation in topics. 28-Conducting monthly tests .	Strategy
---	----------

10. Course Structure

Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hours	The week
Written test, participations, and daily test.	Lecture	Definition and Meaning of Social Psychology	Vocabulary distribution so that the student knows social psychology	4	First and second
Written test, participations, and daily test.	Lecture	Types of Curricula	Clarifying its relationship to human behavior and types of curricula	4	Third and Fourth
Written test, participations, and daily test.	Lecture	The Role of the Family in Socialization	The Role of the Family in Socialization	2	V
Written test, participations, and daily test.	Lecture	School and Social Diseases	The Role of the School in Socialization and Social Diseases	2 2	Sixth and Seventh

Written test, participations, and daily test.	Lecture	Causes of delinquency	Causes of delinquency	2	Eight h
Written test and paper evaluation.	Lecture		test	2	Ninth
Written test, participations, and daily test.	Lecture	Types of Trends	Definition of trends and their types	2	X
Written test, participations, and daily test.	Lecture	Methods of changing trends	Changing Trends	2	Eleventh
Written test, participation and daily test	Lecture	Measuring Trends	Measuring Trends	2	Twelfth
Written test, participations, and daily test.	Lecture	Values	The Concept of Values	2	Thirteenth
Written test, participations, and daily test.	Lecture	Types of values	Types of values and their importance	4	Fourth and fifteenth
Written test, participations, and daily test.	Lecture	The conflict between values	The Conflict Between Values and Advertising	4	Sixth and Seventeenth

Written test, participations, and daily test.	Lecture		test	2	Eighteenth
Written test, participations, and daily test.	Lecture	Media and its importance	The Concept and Importance of Media	4	Nineteenth and twentieth
Written test, participation and daily test	Lecture	Public opinion	Public opinion	2	Twenty first
Written test, participations, and daily test.	Lecture	Leadership	Leadership and presidency.	2	Twenty second
Written Exam and Participation in Solving Applied Exercises and Paper Evaluation	Lecture	Driving Preparations	Leadership Theories	2	Twenty-third

Written Test, Participations and Daily Testing	Lecture	The Importance of Social Roles	Social Role	2	Twenty fourth
Written Test, Participations and Daily Testing	Lecture	Conflict between roles	Conflict between roles	2	Twenty fifth

11. Course Evaluation

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

Annual Pursuit Score of 50%

Final exam score of 50%

12. Learning and Teaching Resources

No textbook	Required Textbooks (Methodology, if any)
Social Psychology / Amal Ahmed Yacoub The Psychology of Social Relations / Omar Maher Yacoub	Main References (Sources)
All new issues of international and Arabic journals that are relevant to the curriculum	Recommended books and supporting references (scientific journals, reports...)
All Arabic and local websites	Electronic References, Websites

1. Course Name : Educational Planning
2. Course Code: PEP215
3-Semester / Year : 2024-2025
4-Date of preparation of this description : 1/9/2024
5. Available Forms of Attendance: Class Attendance
6. Number of study hours (total) / Number of units (total): (4) hours per week with a total of (100) hours.
7. Name of the course administrator (if more than one name is mentioned):
Name: Eng. Zahraa Fayez Abdel Ghani Email : zahraafaiz8@gmail.com
8. Course Objectives

1. Providing knowledge and concepts related to the main functions of each organization such as planning, organizing, leading and supervising students.				Course Objectives	
2. Educational Outcomes (Graduates) are able to work at all administrative levels in commodity or service organizations.					
3. Graduates have the ability to plan, organize, lead, and control at any level of management in organizations.					
9. Teaching and Learning Strategies					
1. Identify the sources that suit the vocabulary and objectives of the course .				Strategy	
2. Distributing study tasks among students .					
3. Preparing a record of grades, whether daily or monthly, for all students .					
4. Explaining each topic by the professor and the students in charge of preparing the topic .					
5. Conduct daily tests to identify the extent of students' understanding of the topics.					
6. Evaluating students continuously through participation in topics.					
7. Conducting monthly tests .					
10. Course Structure					
Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hours	The week

Written test, participations, and daily test.	Lecture	Conceptual Framework for Educational Planning	Definition of the conceptual framework of planning, its importance, objectives, and methods of educational planning.	8	First and second
Written test, participations, and daily test.	Lecture	Factors, types and problems of educational planning.	The factors affecting educational planning, its types, the most important problems facing and how to overcome them.	8	Third and Fourth
Written test, participations, and daily test.	Lecture	Educational Plans	Types of Educational Plans and Stages of Plan Preparation	4	V
Written test, participations, and daily test.	Lecture	The roles of the educational planner	Roles, Tasks and Functions of the Educational Planner	4 4	Sixth and Seventh
Written test, participations, and daily test.	Lecture	Studying the future of the educational plan.	The importance and methods of studying the future of the educational plan.	4	Eighth
Written test and paper evaluation.	Lecture		test	4	Ninth

Written test, participations, and daily test.	Lecture	Quantitative Methods	Statistics, educational planning, and the most important types of statistics.	4	X
Written test, participations, and daily test.	Lecture	Planning for School Buildings	Objectives and stages of planning school buildings.	4	Eleventh
Written test, participation and daily test	Lecture	Planning Methodology for Preparing the School Map	Objectives and requirements for preparing and designing the school map.	4	Twelfth
Written test, participations, and daily test.	Lecture and Practical Application	Educational Map	Objectives and requirements for preparing and designing an educational map.	4	Thirteenth
Written test, participations, and daily test.	Lecture	Steps of the Educational Map	Scientific steps to prepare the educational map.	8	Fourth and fifteenth

Written test, participations, and daily test.	Lecture	Systems Analysis Method	The most important factors, benefits, and characteristics of using systems analysis in the service of educational planning.	8	Sixth and Seventh
Written test, participations, and daily test.	Lecture		test	4	Eighteenth
Written test, participations, and daily test.	Lecture	Educational Planning from the Perspective of Quality	The conceptual framework and the importance of educational planning from the qualitative dimension.	8	Nineteenth and twentieth
Written test, participation and daily test	Lecture	Educational Planning from the Perspective of Quality	Planning for teacher preparation and training and the difference between the educational planning curriculum quantitatively and qualitatively.	4	Twenty first
Written test, participations, and daily test.	Lecture	Teacher preparation planning	The importance of teacher training during service and the most important problems facing teacher preparation.	4	Twenty second

Written Exam and Participation in Solving Applied Exercises and Paper Evaluation	Lecture	Teacher preparation planning	The most important functions of teacher training and the necessity and justifications of teacher training.	4	Twenty-third
Written Test, Participations and Daily Testing	Lecture	Educational Administration	Planning for the development of educational administration and the most important aspects of educational administration.	4	Twenty-fourth
Written Test, Participations and Daily Testing	Lecture	Planning for the development of out-of-school education	The conceptual framework of out-of-school education, its importance and the difference between school and out-of-school education	4	Twenty-fifth
11. Course Evaluation					
Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams etc Annual Pursuit Score of 50% Final exam score of 50%					
12. Learning and Teaching Resources					

Riad Strak, (2010) " Educational Planning", First Edition, Dar Al-Kitab and Documents in Baghdad, 1327.	Required Textbooks (Methodology, if any)
	Main References (Sources)
All new issues of international and Arabic journals that are relevant to the curriculum	Recommended books and supporting references (scientific journals, reports...)
All Arabic and local websites	Electronic References, Websites

Course Description Template

1. Course Name
Developmental Psychology
. PGPs216Course Code:
Second Phase
3. Quarter/Annual
Year 2024-2025
4. Date of preparation of this description
14/09/2024
5. Available Forms of Attendance
Attend a class + an electronic class on GoogleClass Room, which is a class that supports the in-person class and with the link keit5w2 according to the regulations and instructions of the Ministry of Higher Education and Scientific Research.
6. Number of study hours (total) / Number of units (total)

2 hours per week = 60 hours / Units 2 units	
7. Course Administrator Name	
Name: Eng. Samah Hamza Shalal samah.m519@coeduw.uobghdad.edu.iq	
8. Course Objectives	
1. Providing students with sciences and knowledge related to human development at different stages of life, from the embryonic stage to the old age stage. 2- Introducing and training female students on the methods of the requirements of those life stages (childhood, adolescence, adulthood, old age). 3- Preparing a generation of female graduates of the college to teach in the middle and high school stages. 4- Providing students with science and knowledge to face the requirements of life and its development.	Course Objectives
9. Teaching and Learning Strategies	
The standard method (giving lectures). - Method of discussion and interrogation - How to solve problems.	Strategy

10. Course Structure: The study started on 17/9/2024 and ends on 19/5/2025, the date of the start of the final exams.

Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hours	The week
Classroom Performance and Exams	Discussion and questioning	Child Care in the Holy Quran		2	October-1
Classroom Performance and Exams	Discussion and questioning	Definition of Growth / Laws / Factors Affecting Growth / Environmental and Genetic / Embryonic Stage Characteristics and Requirements		8	November
Classroom Performance and Exams	Discussion and questioning	Early, Middle and Late Childhood / Childhood Problems: Causes, Symptoms and Ways to Solve Them		8	December
Classroom Performance and Exams	Discussion and questioning	Kindergarten originated by kindergarten programs		8	January
Classroom Performance and Exams	Discussion and questioning	Adolescence / Its Meaning / Stages / Characteristics / Adolescence Problems / Ways to Solve Them / How the Adolescent Adapts Himself to Others / How to Choose		8	February

		a Teenager for a Specialty and Profession Adult Governance and Professional Ethics Introduction Dimensions of Professional Ethics Principles of Professional Ethics General Elements of Professional Ethics Means of consolidating professional ethics			
Classroom Performan ce and Exams	Discussion and questioning	Socialization and its importance and the institutions of upbringing and its theories		8	March
Classroom Performan ce and Exams					March
Classroom Performan ce and Exams	Discussion and questioning	The stage of adulthood / its meaning / its requirements / the fourth hadith (the man as the husband) and the fifth hadith the woman as a wife)		8	April
Classroom Performan ce and Exams	Discussion and questioning	Aging Stage / Requirements, Characteristics, Diseases and Geriatric Care		2	Mace

11. Course Assessment

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

The grade is distributed through several channels:

- 1- Structural evaluation in daily exams, observation of the student's performance in class discussions, homework and follow-up, and classroom evaluation, and this does not exceed 20% of the total total.
- 2- Diagnostic evaluation in the semester and final exams to issue passing and failing judgments, and this is a grade of 80% divided into (4) exams for each semester two exams, to extract the annual quest before entering the final exams.

12. Learning and Teaching Resources

<p>Childhood and Adolescence Psychology</p> <p>Author :Jamal Hussain Al-Alusi, Omaima Ali Khan</p>	<p>Required Textbooks</p> <p>(Methodology, if any)</p>
<p>1- Developmental Psychology of Childhood and Adolescence / Hamed Abdel Salam Zahran</p> <p>2- Developmental Psychology of Childhood and Adolescence/Zaghoul et al.</p>	<p>Key Reference(s)</p>

3- Developmental Psychology of Childhood and Adolescence / Mohammed Odeh Al-Rimawi	
Access to all the latest and published in refereed scientific journals	Recommended books and supporting references (scientific journals, reports...)
http://www.alkutubcafe.com/book/83rjar.html	Electronic References, Websites

1. Course Name : Curriculum and Textbook
2. Course Code: PTA217
3-Semester / Year : 2024-2025
4-Date of preparation of this description : 1/9/2024
5. Available Forms of Attendance: Class Attendance
6. Number of study hours (total) / Number of units (total): (4) hours per week with a total of (60) hours.
7. Name of the course administrator (if more than one name is mentioned):
Name: Eng. Ola Bassem Cracker Email : Ola.b@coeduw.uobaghdad.edu.iq
8. Course Objectives

<p>1- Identify the curriculum and textbook in terms of definition, development, practice, and the most important things related to it.</p> <p>2- Using the available resources according to scientific foundations and concepts, and their means in doing so .</p> <p>3. Issue decisions related to goal setting, policy formulation, and the development of plans and programs necessary to achieve the goal.</p> <p>4- Directing and coordinating efforts and raising the strengths of the workforce, developing their talents and abilities, and raising their morale.</p> <p>5. Monitor performance to ensure that the goal is achieved in accordance with the set plans and programs.</p>	Course Objectives
9. Teaching and Learning Strategies	
<p>Cast method</p> <p>Discussion and Dialogue</p> <p>How to solve problems</p> <p>Constructive or formative calendar, daily exams, class discussion, homework and follow-up, classroom calendar).</p> <p>Diagnostic Assessment (Semester and Final Exams to Issue</p> <p>Passing and Failing Judgments)</p>	Strategy



10. Course Structure					
Evaluation Method	Method of education	Unit Name/Topic	Required Learning Outcomes	Hours	The week
Testing and Achievement	Lecture	The old concept, the modern concept, Criticism of the traditional conceptual method,	The student	Two hours	1.
Testing and Achievement	Lecture	Principles of the Modern Educational Curriculum, Characteristics of the Modern Educational Curriculum		Two hours	2.
Testing and Achievement	Lecture	Basic concepts in the school curriculum (planned curriculum, hidden curriculum, knowledge economy curriculum)			3.
Testing and Achievement	Lecture	Characteristics of a good curriculum - School curriculum regulations	The student learns to: Theories of Approach School Curriculum Regulations	Two hours	4.

Testing and Achievement	Lecture	Foundations of Curriculum Building The philosophical foundations of the method, Social foundations,	The student learns to: Foundations of Building the	Two hours	5.
Testing and Achievement	Lecture	Cognitive Foundations of the Modern Educational Curriculum Psychological Foundations of the Curriculum		Two hours	6.
Testing and Achievement	Lecture	Discrete Subjects Curriculum, Interrelated Subjects Curriculum, Broad Domain Curriculum	The student learns to:	Two hours	7.
Testing and Achievement	Lecture	Activity Curriculum, Projects Curriculum, Units Curriculum		Two hours	8.
Testing and Achievement	Lecture	Components of the Curriculum	The student learns to: - Components of the educational curriculum	Two hours	9.

Testing and Achievement	Lecture	Objectives, Sources of Goal Derivation , Levels of Objectives, Importance of Objectives, Classification of Objectives	The student learns to: Objectives , sources and levels	Two hours	10.
Testing and Achievement	Lecture	Content Definition of Content Content selection methods	Introducing the student to the content	Two hours	11.
Testing and Achievement	Lecture	Criteria for selecting the curriculum. Content Ranking Criteria		Two hours	12.
Testing and Achievement	Lecture	- Strategy - Method - Method, Classification of Teaching Methods	Familiarize yourself with teaching methods Strategies and	Two hours	13.
Testing and Achievement	Lecture	Factors affecting teaching methods, factors of choosing teaching methods, advantages of a good teaching method		Two hours	14.

Testing and Achievement	Lecture	Method, method, teaching method and pillars of the school process.	The student will be introduced to: teaching methods and the pillars of the teaching process	Two hours	15.
Testing and Achievement	Lecture	The importance of the textbook for teachers and its relationship with them, the importance of the textbook for students,	The student learns to: -Textbook -Textbook -Textbook -Textbook -Textbook	Two hours	16.
Testing and Achievement	Lecture	Objectives of using the textbook, standards of a good textbook, specifications of books		Two hours	17.
Testing and Achievement	Lecture	Methods of Textbook Writing		Two hours	18.
Testing and Achievement	Lecture	Factors Affecting the Writing of the Textbook.		Two hours	19.
Testing and Achievement	Lecture	-Applications		Two hours	20.
Testing and Achievement	Lecture	The concept of the calendar - The Origin of the Calendar	The student learns about: Calendar	Two hours	21.

		The importance of the calendar and its functions.			
Testing and Achievement	Lecture	Assessment and Curriculum Areas of Curriculum Evaluation. Basic Steps of Evaluation			22.
Testing and Achievement	Lecture	Curriculum Development Methods,	The student learns about the development of	Two hours	23.
Testing and Achievement	Lecture	Development Procedures Curriculum development according to standards		Two hours	
Testing and Achievement	Lecture	Curriculum and Globalization	Curriculum and Globalization		24.
Testing and Achievement	Lecture	The importance of the textbook for teachers and its relationship with them, the importance of the textbook for students	The student gets to know the student: - The textbook	Two hours	25.
Testing and Achievement	Lecture	Objectives of using the textbook, standards of a good textbook, specifications of books	The student gets to know the textbook	Two hours	26.

Testing and Achievement	Lecture	Methods of Writing a Textbook, Factors Affecting the Writing of a Textbook	Its importance for both the teacher and the learner Criteria for Selecting Writers Methods of composing the book	Two hours	27.
Testing and Achievement	Lecture	Book Analysis - Its components,	Textbook Analysis and Applications	Two hours	28.
Testing and Achievement	Lecture	Steps to build it.		Two hour	29.
Testing and Achievement	Lecture	Applications.		Two hours	30.
Testing and Achievement	Lecture	,Components, Building Steps	Student Guide	Two hours	31.
11. Course Assessment					
Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams etc Annual Pursuit Score of 50% Final exam score of 50%					

12. Learning and Teaching Resources	
Curriculum and Textbook, A.Dr.Daoud Abd al-Salam Sabri and A.Dr. Zainab Hamza Naji /2011	Required Textbooks
1– Curriculum and Textbook, Prof. Dr. Mohamed Abdel Wahab and Eng. Batoul Fadel Jawad /2018 2– Curriculum and Textbook Prof. Dr. Rahim Ali Saleh and Assoc. Prof. Turkish Sky Inside / 2018. 3– The Contemporary School Curriculum (Its Concept, Its Foundations) Dr. Hassan Jaafar Al-Khalifa. 4– Modern Educational Curricula, Tawfiq Ahmed Merhi and Mohamed Mahmoud Al-Haila, 2000.	Main References (Sources)
Reading all the latest and published in refereed scientific journals	Recommended books and supporting references (scientific journals, reports...)
All Arabic and local websites	Electronic References, Websites

1. Course Name : General English/Second Stage
2. Course Code: PEL218
3-Semester / Year : 2024-2025
4.Date of preparation of this description : 1/9/2024
5. Available Forms of Attendance: Class Attendance
6. Number of study hours (total) / Number of units (total): (4) hours per week with a total of (100) hours.
7. Name of the course administrator (if more than one name is mentioned):
Name: Assoc. Prof. Dr. Sawsan Saud Email : sawsan.s@coeduw.uobaghdad.edu.iq
8. Course Objectives

<p>8- Providing knowledge and concepts related to the main functions of each organization such as planning, organizing, leading and supervising students .</p> <p>9- Graduates are able to work at all levels of management in commodity or service organizations.</p> <p>10- Graduates have the ability to plan, organize, lead, and control at any level of management in organizations .</p>	Course Objectives
9. Education Strategies	
<p>29- Identify sources that fit the vocabulary and objectives of the course .</p> <p>30- Distributing study tasks among students .</p> <p>31- Preparing a record of grades, whether daily or monthly, for all students .</p> <p>32- Explaining each topic by the professor and the students in charge of preparing the topic .</p> <p>33- Conduct daily tests to identify the extent of students' understanding of the topics.</p> <p>34- Evaluating students continuously through participation in topics.</p> <p>35- Conducting monthly tests .</p>	Strategy
10- Course Structure:	

Using the whiteboard and explaining with illustration and reading slides	1- International student	Developing vocabulary and writing skills	2	8	First and second week
Brain storming ideas and topics area	=	2-Where in the world	Brain storming ideas and topics area	8	Third and Fourth
3-Newspaper articles	Mistaken identity	3-Newspaper articles	Mistaken identity	4	V
How to use sentences in paraphrasing and summary		6-Sciences and our world	How to use sentences in paraphrasing and summary	4	Sixth and Seventh
8- People :past and present	Using linking verb	7- People :past and present	Using linking verb	4	Eight h
10- The world of IT	Linking ideas cause and effect	9- The world of IT	Linking ideas cause and effect	4	Ninth
9-Inventions ,discoveries , and processes	Passive voice	9-Inventions ,discoveries , and processes	Passive voice	4	X
11- Evaluation methods					

Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams etc
Annual Pursuit Score of 50%
Final exam score of 50%

12. Required Textbooks: Headway (Academic Skills)
Reading ,Writing, and study skills
Level 2 Student's Book

13. Course Development Plan

Treating some students with poor performance and not participating by increasing the activities by asking them to write reports about some information in English

1. Course Name : Educational Psychology	
2. Course Code: PEPs219	
3-Semester / Year : 2024-2025	
4-Date of preparation of this description : 1/9/2024	
5. Available Forms of Attendance: Class Attendance	
6. Number of study hours (total) / Number of units (total): (2) hours per week with a total of (30) weeks with a total of (60) hours.	
7. Name of the course administrator (if more than one name is mentioned):	
Name : Zahra Mahoud Muslim Email : Zahra.m@coeduw.uobaaghdad.edu.iq	
8. Course Objectives	
1- Introducing students to the beginning of educational psychology 2- Developing students' information in the basic concepts of educational psychology 3- Introducing students to how information is represented in the cognitive system 4- Introducing students to the nature, characteristics and types of the thinking process 5- Students define the concept of problem solving and problem-solving methods	Course Objectives

9. Teaching and Learning Strategies					
36- Identify sources that fit the vocabulary and objectives of the course . 37-Distributing study tasks among students . 38-Preparing a record of grades, whether daily or monthly, for all students . 39-Explaining each topic by the professor and the students in charge of preparing the topic . 40-Conduct daily tests to identify the extent of students' understanding of the topics. 41-Evaluating students continuously through participation in topics. 42-Conducting monthly tests .					Strategy
10. Course Structure					
Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hours	The week
Written test, participations, and daily test.	Lecture	Introduction to Educational Psychology	Bachelor's degree.	4	First and second
Written test, participations, and daily test.	Lecture	Learning and Packing	Bachelor's degree.	4	Third and Fourth
Written test, participations, and daily test.	Lecture	Learning Theories	Bachelor of Science	4	V
Written test, participations, and daily test.	Lecture	Behavioral theories		4	Sixth and Seventh
Written test, participations, and daily test.	Lecture	Pavlov's theory.		4	Eighth

Written test and paper evaluation.	Lecture	Skinner's Theory		4	Ninth
Written test, participations, and daily test.	Lecture	Multiplicity Theory		4	X
Written test, participations, and daily test.	Lecture	Watson's theorem		4	Eleventh
Written test, participation and daily test	Lecture	Thorndike's theory.		4	Twelfth
Written test, participations, and daily test.	Lecture	Psychoanalytic theories	.	4	Thirteenth
Written test, participations, and daily test.	Lecture	Fundamentals of the theory	.	4	Fourth and fifteenth
Written test, participations, and daily test.	Lecture	Cognitive Theories		4	Sixth and Seventeenth

Written test, participations, and daily test.	Lecture	Fundamentals of the theory		4	Eighteenth
Written test, participations, and daily test.	Lecture	examination			Nineteenth and twentieth
Written test, participation and daily test	Lecture	Is the theory		4	Twenty first
Written test, participations, and daily test.	Lecture	Levin's theory		4	Twenty second
Written Exam and Participation in Solving Applied Exercises and Paper Evaluation	Lecture	Memory and its Types		4	Twenty-third

Written Test, Participations and Daily Testing	Lecture	Thinking and its Types		4	Twenty fourth
Written Test, Participations and Daily Testing	Lecture	audition		4	Twenty fifth
		Attention		4	Twenty-sixth
		Feedback			Twenty Seventh
		Transmission of the Impact of Training			Twenty-eighth
		Research Discussion			thirty
11. Course Evaluation					

Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams etc Annual Pursuit Score of 50% Final exam score of 50%	
12. Learning and Teaching Resources	
Educational Psychology by Dr. Abdul Amir Al-Shamsi	Required Textbooks (Methodology, if any)
	Main References (Sources)
All new issues of international and Arabic journals that are relevant to the curriculum	Recommended books and supporting references (scientific journals, reports...)
All Arabic and local websites	Electronic References, Websites

1. Course Name
Crimes of the Baath regime in Iraq
2. Course Code
3. Semester/Year
Second Phase / First & Second Semester / 2024/2025
4. Date of this description
25/9 / 2024
5. Available Forms of Attendance
Came
6. Number of Credit Hours (Total) / Number of Units (Total)

2Units	
7. Course administrator name (if more than one name is mentioned)	
Name: Eng. Aws Akram Mohamed Sobhi Email : aws.a@coeduw.uobaghdad.edu.iq	
8. Course Objectives	
<ul style="list-style-type: none"> • Introducing the new generation to the reality of the Baath Party in Iraq. • Raising the awareness of the new generation about the danger of the Baath Party and old regime to Iraqi society and its injustice, which has lasted for more than 30 years. • Introducing students to the crimes committed by the Baath Party against Iraqi society and exposing those crimes that shocked and terrified citizens during those years. 	Course Objectives Tuition
9. Teaching and Learning Strategies	
Enlightening students in all universities about what the Iraqi people have gone through for decades under the rule of the former regime, by informing them about its crimes, which makes them aware and keeps them away from media disinformation.	Strategy
10. Course Structure	

Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hours	The week
Daily Preparation and Testing	Lecture and discussion	Violation of rights and freedoms	definition He explained	1	First
Daily Preparation and Testing	Lecture and Discussion	Violation of Intellectual and Human Rights	definition He explained	1	Second

Daily Preparation and Testing	Lecture and Discussion	Violation of rights in multi-party and social, political and cultural rights	definition He explained	1	Third
Daily Preparation and Testing	Lecture and Discussion	Violation of international law, which has resulted in: - The First and Second Gulf War - Invasion of Kuwait - The international blockade on Iraq as a result of Invasion of Kuwait	definition He explained	1	Fourth
Daily Preparation and Testing	Lecture and Discussion	The Impact of the Baathist Regime's Behaviors on Society and Its Domination of the State	definition He explained	1	V
Daily Preparation and Testing	Lecture and discussion	- Indiscriminate arrests, torture of prisoners, and executions - Foreigners Arrested in Iraq	Definition and explain	1	Sixth
Daily Preparation and Testing	Lecture and discussion	- Execution of military and civilian personnel	definition He explained	1	Seventh

Daily Preparation and Testing	Lecture and Discussion	Consolidating power in the hands of the Baathist regime	definition He explained	1	Eighth
Daily Preparation and Testing	Lecture and discussion	Partisan Requirements for Consolidating Power in the Hands of the Regime Previous	definition He explained	1	Ninth
Daily Preparation and Testing	Lecture and Discussion	The Impact of the Transition in the Fight Against Authoritarian Politics	definition He explained	1	X
Daily Preparation and Testing	Lecture and discussion	The Concept of Transitional Justice	definition He explained	1	atleast ten
Daily Preparation and Testing	Lecture and discussion	Advantages and Objectives of Transitional Justice	definition He explained	1	Second ten
Daily Preparation and Testing	Lecture and Discussion	Social Justice Enforcement Institutions	definition He explained	1	Third ten

examination					1	Fourth ten
Daily Preparation and Testing	Lecture and Discussion	The Use of Psychosocial Mechanism in Torture Iraqi people - The phenomenon of scarcity and scarcity - The phenomenon of distraction	definition	1	V ten	
Daily Preparation and Testing	Lecture and Discussion	- The mechanism of terror and intimidation - Mechanism of impoverishment and starvation - The Mechanism of Pressure and Psychological Punishment	He explained	1	Sixth ten	
Daily Preparation and Testing	Lecture and Discussion	- Mechanism of ethnic and sectarian cleansing - Mechanism of Scientific and Cultural Impoverishment	definition	1	Seventh ten	
Daily Preparation and Testing	Lecture and Discussion	Psychological, Social and Educational Effects and Consequences	He explained	1	Eighth ten	
Daily Preparation and Testing	Lecture and Discussion	Social Field: - Family Rule and the Reduction of the Homeland to the Personality of the Ruler - The Dialectic of the Ruler and the Citizen between Hypocrisy	definition	1	Ninth ten	

		and Injustice and the Promotion of a Culture of Praise			
Daily Preparation and Testing	Lecture and Discussion	Crimes of Preventing the Dissemination of Religious Teaching and Confiscation Science and Knowledge	He explained	1	Twentieth
Daily Preparation and Testing	Lecture and Discussion	Murders of religious scholars, young people, and attendance at religious parties	definition	1	Twenty first
Daily Preparation and Testing	Lecture and Discussion	Militarization of Media Discourse	He explained	1	Twenty second
Daily Preparation and Testing	Lecture and Discussion	Militarization of literature and art	definition	1	The third and Twentieth
Daily Preparation and Testing	Lecture and Discussion	The impact of repression and wars on the environment and population	He explained	1	Twenty fourth
examination				1	Fifth and

					and twenty
Daily Preparation and Testing	Lecture and Discussion	Use of internationally banned weapons and environmental pollution <ul style="list-style-type: none"> - Halabja - Basra 	definition	1	Sixth and twenty
Daily Preparation and Testing	Lecture and Discussion	Scorched earth policy <ul style="list-style-type: none"> - The Battle of the Jassim River and its Impact on the Environment - Burning of oil wells 	He explained	1	Seventh and twenty
Daily Preparation and Testing	Lecture and Discussion	<ul style="list-style-type: none"> - Well Fields and War Remnants - Bombing Iraqi cities 	definition	1	Eighth and twenty
Daily Preparation and Testing	Lecture and Discussion	Draining of marshes and forced migration Destruction of the agricultural and animal environment and pollution Radiological <ul style="list-style-type: none"> - Al , Dujail - Bulldozing palm groves 	He explained	1	Ninth and twenty
Daily Preparation and Testing	Lecture and Discussion	Mass graves and bombing of places of worship	definition	1	Xxx

	Discussion				
11. Course Evaluation					
Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc. etc					
<p>The score of the pursuit out of 50 is divided by the following form:</p> <ol style="list-style-type: none"> 1. Daily Preparation / 5 Grades . 2. Monthly exams/ 20 marks. 					
12. Learning and Teaching Resources					
Crimes of the Baath regime in Iraq		Required Textbooks (Methodology, if any)			
Crimes of the Baath regime in Iraq		Key Reference(s)			
The book of the crimes of the Baath regime Iraq recommended by the Ministry of Higher education and scientific research.		Recommended books and supporting references (scientific journals, reports...)			
There isn't any		Electronic References, Websites			

1. Course Name : Experimental Psychology
2. Course Code: 321 P EPS
3-Semester / Year : 2024-2025
4-Date of preparation of this description : 1/9/2024
5. Available Forms of Attendance: Class Attendance
6. Number of study hours (total) / Number of units (total): (2) hours per week with a total of (30) weeks with a total of (60) hours.
7. Name of the course administrator (if more than one name is mentioned):
Name: Prof. Dr. Jamila Rahim Abd Shazar Email : jamela222@coeduw.uobaghdad.edu.iq
8. Course Objectives

<p>1- Preparing students scientifically, professionally and culturally and enabling them to know the facts, concepts and educational and psychological theories</p> <p>2- Enabling students to apply practical methods in addressing problems and situations in life and career.</p> <p>3- Enabling the graduate to continue his postgraduate studies and absorb scientific developments and developments in the field of educational and psychological sciences and mastering the methods of scientific research.</p> <p>4 - Deepening scientific cooperation with educational and social institutions and holding seminars and seminars</p>	Course Objectives
9. Teaching and Learning Strategies	
<p>43- Preparing the study material according to the vocabulary of the study material and using the interactive lecture with the students.</p> <p>44- Conducting research and reports on the subject of the lesson.</p> <p>45- Dividing students into groups of each group that works on a specific project for each subject.</p> <p>46- Explaining each topic by the professor and the students in charge of preparing the topic.</p> <p>47- Conduct daily tests to identify the extent of students' understanding of the topics.</p> <p>48- Continuously evaluate students through participation in topics.</p> <p>49- Conduct monthly tests.</p>	Strategy
10. Course Structure	

Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hou rs	The week
Daily Test and Classroom Assignment	Lecture Interactivity	Experimental Psychology	The student learns about	2	First and second
Daily Test and Classroom Assignment	Interactive Lecture	The concept of experimental psychology	The student learns about	2	Third and Fourth
Daily Test and Classroom Assignment	Interactive Lecture	Field of Experimental Psychology	The student learns about	4	V
Daily Test and Classroom Assignment	Interactive Lecture	Methods of development of experimental psychology	The student learns about	4	Sixth and Seventh
Collaborative Work	Interactive Lecture	Foundations of Experimental Psychology	The student learns about	4	Eighth
Daily Test and Classroom Assignment	Interactive Lecture	Objectives of Experimental Psychology	The student learns about	4	Ninth
Classroom and homework	Interactive Lecture	Science and the Scientific Method	The student learns about	4	X
Classroom and homework	Interactive Lecture	Methods of the scientific method Observation	The student learns about	4	Eleventh
Classroom and homework	Interactive Lecture	Methods of the scientific method scaling	The student learns about	4	Twelfth

Classroom and homework	Lecture and Practical Application	Methods of the scientific method Experimentation	The student learns about	4	Thirteenth
Classroom and homework	Interactive Lecture	Basics of the experiment	The student learns about	4	Fourth and fifteenth
Practical Performance Assessment	Interactive Lecture	Research Hypotheses	The student learns about	4	Sixth and Seventeenth
Daily Test and Classroom Assignment	Interactive Lecture	Elements of the experience	The student learns about	4	Eighteenth
Written test, participations, and daily test.	Interactive Lecture	Inner honesty	The student learns about	4	Nineteenth and twentieth
Written test, participations, and daily test.	Interactive Lecture	External honesty	The student learns about	4	Twenty first
Written test, participations, and daily test.	Interactive Lecture	Community and Sample	The student learns about	4	Twenty second
Written Exam and Participation in Solving Applied Exercises and Paper Evaluation	Interactive Lecture	Experimental Designs	The student learns about	4	Twenty-third

Written Test, Participations and Daily Testing	Interactive Lecture	Experimental Tuning	The student learns about	4	Twenty fourth
Written Test, Participations and Daily Testing	Presentations by students	Experiments in Psychology	The student learns about	4	Twenty fifth
11. Course Evaluation					
Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams etc Annual Pursuit Score of 50% Final exam score of 50%					
12. Learning and Teaching Resources					
No.			Required Textbooks (Methodology, if any)		
Methods and Methods of Scientific Research / Mohamed Abdel Aal, Abdel Jabbar Tawfiq, Ghazi. Experimental Psychology / Ali Odeh Mohamed Experimental Psychology between Theory and Practice / Magdy Ahmed Mohamed Abdallah			Main References (Sources)		
All new issues of international and Arabic journals that are relevant to the curriculum			Recommended books and supporting references (scientific journals, reports...)		
All Arabic and local websites			Electronic References, Websites		

1. Course Name : Psychological Counseling and Educational Guidance
2. Course Code: PPGEG322
3-Semester / Year : 2024-2025
4-Date of preparation of this description : 1/9/2024
5. Available Forms of Attendance: Class Attendance
6. The number of study hours (total) / the number of units (total) :(2) hours per week with a total of (30) weeks with a total of (60) hours.
7. Name of the course administrator (if more than one name is mentioned):
Name: Assoc. Prof. Dr. Asmaa Abdel Hussein Mohammed.
Asmaa.Mohammed@coeduw.uobaghdad.edu.iq
8. Course Objectives

1. Acquire the concepts of guidance and guidance. 2. Understanding the guiding theories. 3. Training on therapeutic methods. 4. Mastering the means of gathering information. 5. Mastering and implementing the orientation session. 6. Identifying and dealing with educational, psychological and social problems	Course Objectives
9. Teaching and Learning Strategies	
50- Identify sources that fit the vocabulary and objectives of the course . 51-Distributing study tasks among students . 52-Preparing a record of grades, whether daily or monthly, for all students . 53-Opening electronic classes. To do homework and take some short tests. 54-Explaining each topic by the professor and the students in charge of preparing the topic . 55-Conduct daily tests to identify the extent of students' understanding of the topics. 56-Evaluating students continuously through participation in topics. 57-Conducting monthly tests .	10. Strategy

11-. Course Structure

Evaluation Method	Method of education	Unit Name/Topic	Required Learning Outcomes	Hours	The week
Socratic Questions' and Short Quizzes	Lecture and group discussion 'Use of visual and auditory aids	A historical introduction to the development of guidance - guidance in the modern era	Identifying the origins of guidance and guidance	Two hours	First
Socratic Questions	Lecture	Objectives of Guidance and Counseling, Justifications and Objectives	Understanding the concept of guidance and guidance	Two hours	Second
Socratic Questions	Lecture	The Relationship between	Identify the relationship between	Two hours	Third

		Counseling and Psychology, Sociology, Religion, Psychotherapy	counseling and other sciences		
Short Test	Lecture using PowerPoint	Individual Counseling: Direct Counseling, Indirect Counseling Collective Counseling	Identifying Guidance Methods	Two hours	Fourth
Socratic Questions	Lecture using PowerPoint	General Foundations of Guidance Philosophical Foundations	Identify the foundations on which psychological counseling is based	Two hours	V

Short quizzes	Lecture	Psychological Foundations, Educational and Social Foundations, Neurological Foundations, Moral Foundations	Identifying the psychological principles and foundations derived from human nature	Two hours	Sixth
Socratic Questions	Lecture using PowerPoint	Areas of Counseling by Beneficiary Category: Counseling of Children, Adolescents, Adults, Disabled	Identify areas of guidance and guidance	Two hours	Seventh
Socratic Questions	Lecture using PowerPoint	Educational Counseling, Career Counseling, Marital Counseling,	Identify areas of guidance by field	Two hours	Eighth

		Family Counseling			
Socratic Questions	Lecture using PowerPoint	Psychoanalytic Theory, Self Theory, Behavioral Theory	Familiarity with Guidance Theories	Two hours	Ninth
Socratic Questions	Lecture using PowerPoint	Existential Theory, Rational Emotional Therapy, Realistic Therapy	Identify the general contents of existential theory	Two hours	X
Socratic Questions	Lecture using PowerPoint	Conditions of the information collection process, facilitators and difficulties of information collection	Training on Information Collection Techniques	Two hours	Eleventh

Socratic Questions	Lecture using PowerPoint	Interview Objectives, Types, Structure, Steps	Counseling interview training	Two hours	Twelfth
Socratic Questions	Lecture using PowerPoint	Observation Types Objectives Advantages and Disadvantages - Tests Case Study - Biography - Story Record	Observation training	Two hours	Thirteenth
Socratic Questions	Lecture using PowerPoint	Personal and professional qualities of the counselor, Basic skills of the counselor	Identify the personal and professional characteristics of the mentor	Two hours	Fourteenth

Socratic Questions	Lecture using PowerPoint	The teacher is the guide, his importance and his functions, the tasks assigned to him	Identifying Counseling and Guidance in School	Two hours	Fifteenth
Socratic Questions	Lecture using PowerPoint	General Objectives of Parents and Teachers Councils	Identifying Parent and Teacher Councils and Their Role in Educational Counseling	Two hours	Sixteenth
Socratic Questions	Lecture using PowerPoint	Causes of Academic Delay, Preventive and Therapeutic Services for Late Classes , exam anxiety	Identifying school problems	Two hours	Seventeenth

Socratic Questions	Lecture using PowerPoint	Anxiety of all kinds	Identify some psychological problems	Two hours	Eighteenth
Socratic Questions	Lecture using PowerPoint	Collective Counseling	Identify the techniques of group counseling	Two hours	Nineteenth
Socratic Questions	Lecture using PowerPoint	Foundations of Play Guidance	Identify the goals and techniques of play guidance	Two hours	twenty
Socratic Questions	Lecture using PowerPoint	Expressive Guidance	Learn about expressive counseling	Two hours	twenty-one
Socratic Questions	Lecture using PowerPoint	Drawing guidance	Familiarity with drawing guidance	Two hours	twenty two

Socratic Questions	Lecture using PowerPoint	Extension Process	Identifying the success factors of the counseling process	Two hours	twenty three
Socratic Questions	Lecture using PowerPoint	Obstacles to the Extension Process	Identifying the obstacles of the guidance process	Two hours	twenty four
Socratic Questions	Lecture using PowerPoint	Guiding Code	Familiarity with the Guiding Code	Two hours	twenty five
Socratic Questions	Lecture using PowerPoint	Teacher's Tasks and Skills in Dealing with Pupils	The Psychology of the Learning Environment	Two hours	twenty six
Socratic Questions	Lecture using PowerPoint	Characteristics and Skills of an Effective Teacher	The Psychology of the Learning Environment	Two hours	twenty seven

Socratic Questions	Lecture using PowerPoint	Problems Facing the Teacher in Classroom Management	The Psychology of the Learning Environment	Two hours	twenty eight
--------------------	--------------------------	---	--	-----------	--------------

12-.Infrastructure	
<p>Lectures prepared and the following two sources were missing:</p> <ul style="list-style-type: none"> - Hamed Abdel Salam Zahran (1986). Psychological Guidance and Counseling, World of Books. Cairo. - Principles of Psychological Counseling (2016) A group of professors at the University of Jordan 	1- Required Textbooks
Theory and Practice in Counseling and Psychotherapy (2013) Translated by Sameh Al-Khafash	2- Key Reference(s)
Access to scientific books related to counseling and psychotherapy. Through Google scholar	Recommended Books and References (Scientific Journals, Reports,)
	A) Electronic References, Websites,

1. Course Name: Cognitive Psychology
2. Course Code: PCPs323
3-Semester / Year : 2024-2025
4-Date of preparation of this description : 1/9/2024
5. Available Forms of Attendance: Class Attendance
6. Number of study hours (total) / Number of units (total): (2) hours per week with a total of (30) weeks with a total of (60) hours.
7. Name of the course administrator (if more than one name is mentioned):
Name : Zahra Mahoud Muslim Email : Zahra.m@coeduw.uobaaghdad.edu.iq
8. Course Objectives:
1- Introducing students to the beginning of educational psychology 2- Developing students' information in the basic concepts of educational psychology 3- Introducing students to how information is represented in the cognitive system 4- Introducing students to the nature, characteristics and types of the thinking process 5- Students define the concept of problem solving and problem-solving methods
9. Teaching and Learning Strategies

58- Identify sources that fit the vocabulary and objectives of the course . 59-Distributing study tasks among students . 60-Preparing a record of grades, whether daily or monthly, for all students . 61-Explaining each topic by the professor and the students in charge of preparing the topic . 62-Conduct daily tests to identify the extent of students' understanding of the topics. 63-Evaluating students continuously through participation in topics. 64-Conducting monthly tests .					Strategy
10Course Structure					
Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hours	The week
Written test, participations, and daily test.	Lecture	Introduction to Cognitive Psychology	Bachelor's degree.	4	First and second
Written test, participations, and daily test.	Lecture	Philosophical Foundations of Cognitive Psychology	Bachelor's degree.	4	Third and Fourth
Written test, participations, and daily test.	Lecture	Cognitive Psychology Topics in	Bachelor of Science	2	V
Written test, participations, and daily test.	Lecture	Types of Memory		2	Sixth and Seventh

Written test, participations, and daily test.	Lecture	Sensory memory.		2	Eighth
Written test and paper evaluation.	Lecture	Short-term memory		2	Ninth
Written test, participations, and daily test.	Lecture	Long-term memory		2	X
Written test, participations, and daily test.	Lecture	Methods of retention of information		2	Eleventh
Written test, participation and daily test	Lecture	Attention		2	Twelfth
Written test, participations, and daily test.	Lecture	Perception	.	2	Thirteenth
Written test, participations, and daily test.	Lecture	Thinking	.	2	Fourth and fifteenth
Written test, participations, and daily test.	Lecture	Problem solving		2	Sixth and Seventeenth

Written test, participations, and daily test.	Lecture	Decision		2	Eighteenth
Written test, participations, and daily test.	Lecture	examination		2	Nineteenth and twentieth
Written test, participation and daily test	Lecture	wits		2	Twenty first
Written test, participations, and daily test.	Lecture	Types of intelligence	.	2	Twenty second
Written Exam and Participation in Solving Applied Exercises and Paper Evaluation	Lecture	Memory and its Types		2	Twenty-third

Written Test, Participations and Daily Testing	Lecture	Machine Thinking		2	Twenty fourth
Written Test, Participations and Daily Testing	Lecture	audition		2	Twenty fifth
		Causes of Machine Thinking		2	Twenty-sixth
		Cognitive Therapy			Twenty Seventh
		Cognitive Therapy Mechanisms			Twenty-eighth
		Research Discussion			thirty
11. Course Evaluation					

Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams etc Annual Pursuit Score of 50% Final exam score of 50%	
12 Learning and Teaching Resources	
Educational Psychology by Dr. Abdel Amir Al-Shamsi and Customary Psychology Rafi and Emad Al-Zaghul	Required Textbooks (Methodology, if any)
	Main References (Sources)
All new issues of international and Arabic journals that are relevant to the curriculum	Recommended books and supporting references (scientific journals, reports...)
All Arabic and local websites	Electronic References, Websites

1. Course Name:	Personality Psychology
2. Course Code:	P PPs 324
3. Semester/Year: Annually	
4. Date of preparation of this description 1/9/2024	

5. Available Forms of Attendance:	
My attendance with the help of the electronic class when discussing some assignments and activities	
6. Number of Hours (Total) / Number of Units (Total):	
60 hours per year / 2 hours per week	
7. Name of the course administrator (if more than one name is mentioned)	
Name: Prof. Dr. Sandy Nusrat Farhan	
Email : sandy.n@pec.uobaghdad.edu	
8. Course Objectives	
1- Personality psychology definition, personality development its dimensions and components. 2- Views on the subject of personality criticisms and differences. 3. Personality measures and measurements.	After completing the course, the student will be able to understand:
9. Teaching and Learning Strategies	
1- Education Strategy: Planning the Cooperative Concept. 2- Brainstorming education strategy. 3- Lecture, debate, interrogation, reporting, and self-learning	Strategy

--	--

10. Course Structure					
Evaluation Method	Method of education	Name of Module/Course or Topic	Required Learning Outcomes	Hours	The week
Discussion	Lecture	Vocabulary Distribution	Learn about the curriculum	2	1
Direct Questions and Discussion	Lecture	The Concept of Personality in the Psychological Heritage	The student should know the concept of personality in the psychological heritage	2	2
Direct Questions and Discussion	Lecture	Personality Determinants, Personality Dynamics	The student should understand the personality determinants and personality dynamics	2	3
Direct Questions and Discussion	Lecture	Dimensions of Personality	The student should differentiate between the dimensions of	2	4

		Building and Development	building and developing personality		
Discussion	Lecture	Personality theories	The student should know the theories of personality	2	5
Direct Classroom Questions and Electronic Classroom Exam	Lecture	Formation (Mountain) Hippocrates - Kretschmer - Sheldon	The student should understand the formative (mountainous) theory of Hippocrates, Kretschmer, Sheldon.	2	6
Discuss assignments and reports on personality theories and factors affecting personality formation				2	7
First Semester Exam				2	8
Discussion	Lecture	Organic Theory: Kurt Goldstein	To Understand Organic Theory: Kurt Goldstein	2	9
Direct Questions and Discussion	Lecture	Trait Theory (Jordan Allport)	The student must understand the trait theory of Gordon Allport	2	10

Direct Questions and Discussion	Lecture	Theories Based on Environmental Determinism - Behavioral Theory	The student should be introduced to theories that are based on environmental determinism - behavioral theory	2	11
Direct Questions and Discussion	Lecture	Theories Based on Interactive Determinism - Freud	To introduce the student to theories based on reactive determinism - Freud	2	12
Classroom Direct Questions And the electronic classroom assignment	Lecture	Neo-Freudian psychosocial theories	The student should differentiate between psychosocial theories (neo-Freudianism).	2	13
Discuss students' reports on theories based on environmental determinism and interactive determinism				2	14
Direct Questions and Discussion	Lecture	Gestalt	To understand the Gestalt theory	2	15
Second test for the first semester				2	16

Direct Questions and Discussion	Lecture	Curt Levine's Field Theory	The student understands Curt-Levine's field theory	2	17
Direct Questions and Discussion	Lecture	Theory of Needs: Murray's Personality Science	That the student understands the theory of needs	2	18
Direct Questions and Discussion	Lecture	Self-Theory: Rogers	To Understand the Theory of the Self: Rogers	2	19
Direct Questions and Discussion	Lecture	Personality Calendar	The student should distinguish between the methods of personality assessment	2	20
Discussion of assignments and reports on theories of personality				2	21
Direct Questions and Discussion	Lecture	Theoretical Foundations of Personality Assessment	To know the theoretical foundations of personality assessment	2	22
Direct Questions and Discussion	Lecture	Personality Assessment Curricula	The student should differentiate between	2	23

			the personality assessment curricula		
First Exam for the Second Semester				2	24
Direct Questions and Discussion	Lecture	Psychometric and Educational Measurement	The student should know what psychological measurement and educational measurement are.	2	25
Direct Questions and Discussion	Lecture	Personality measurement tools - Psychological tools (projection tests) - Examples of projective tests	The student should know the tools to measure personality	2	26
Direct Questions and Discussion	Lecture	Personality Scales - Objective Tests (Measurement Tools)	The student should distinguish between personality scales - objective tests (measurement tools)	2	27

Direct Questions and Discussion	Lecture	Clinical Tools (Clinical Scales) - Educational Tools (Educational Measurement)	The student should know the clinical and educational measurement tools	2	28
Direct Questions and Discussion	Lecture	Psychotherapy	The student should know what psychotherapy is.	2	29
Final Semester Exam				2	30

11. Course Assessment

The grade distribution is as follows: 25 marks for monthly and daily exams for the first semester. 25 marks for monthly and daily exams for the second semester. 50 marks for final exams

12. Learning and Teaching Resources

Theories of Personality	Required Textbooks (Methodology, if any)
Personality Theories Authorship Dr. Mohamed Elsayed Abdel Rahman	Main References (Sources)
-----	Recommended books and supporting references (scientific journals, reports...)

-----	Electronic References, Websites
-------	---------------------------------

1. Course Name: Educational Technologies and Educational Technology
2. Course Code: PETET 325
3-Semester/Year : 202-4-2025
4- Date of preparation of this description : 16/9/2024
5. Available Forms of Attendance: Class Attendance
6. Number of study hours (total) / Number of units (total).
Two hours per week = total (60) hours
7. Name of the course administrator (if more than one name is mentioned): Eng. Salah Hamdan Rahim
Email : salah.hamdan@coeduw.uobaghdad.edu.iq
8. Course Objectives

<p>1- Introducing students to different educational techniques</p> <p>2- Providing students with the skills and methods necessary for the successful teaching process using educational techniques and educational technology, which raises the educational return in general.</p> <p>2. Linking theory and practice in the field of teaching and developing the skills, experiences and theoretical knowledge that the student has learned in the techniques in the field of implementation.</p> <p>3- Developing students' attitudes towards educational technologies and educational technology</p> <p>4- Building self-confidence and overcoming fears in the face of practical life problems</p> <p>5- Providing students with the importance of the concepts of educational technologies and educational technology and their controls.</p> <p>6 - Explaining the importance of educational technologies and educational technology, clarifying the idea of adopting sustainable education (continuous) education, and highlighting modern ideas and innovations in educational technologies and educational technology.</p> <p>A1. Identify educational techniques, their importance, controls and the need for them</p> <p>A2. Identify the different educational means, techniques and technologies and realize their important role in the teaching and learning processes</p> <p>A3. Understanding Educational Technology, Its Objectives, Types and Importance</p>	<p>A. Cognitive Objectives</p> <p>B. Skills Objectives</p>
--	--

<p>A4. Providing instructions and regulations for the use of educational technologies and educational technology</p> <p>A5. Equip yourself with the skill of using various educational techniques and applying educational technology.</p> <p>B1. Developing and using the skill of scientific thinking</p> <p>B2. Developing the skill of practical thinking and applying it on the ground</p> <p>B3. Developing students' skills in using various educational tools and techniques during the teaching and learning process</p> <p>B4. Developing a positive attitude towards educational technologies and educational technology and providing them with the necessary skills for this</p> <p>B5. And training students practically on the manufacture, preparation and implementation of educational aids.</p> <p>A1. Creating a positive attitude for the student towards the teaching profession</p> <p>A2. Valuing the ethics and sanctity of the teaching profession in building a good individual in society</p> <p>A3. Creating a positive attitude for the student towards the use of educational techniques and educational technology in the teaching and learning process</p>	<p>C. Emotional and Value-Based Goals</p>
---	---

<p>A4. Respecting values, customs and traditions and benefiting from them by taking what develops the individual and makes him an effective producer in society</p> <p>A5. Respect for and the necessity of collaborative and interactive teamwork</p> <p>A6. Estimating the responsibility for the work assigned to the student and completing it.</p>	
9. Teaching and Learning Strategies	
<p>A. Theoretical Methods</p> <p>1- Lecture method, guided discussion, and class discussion</p> <p>2- Modern teaching methods, such as brainstorming, interactive guided discussion, cooperative learning.</p> <p> 3- Modern teaching strategies, such as cooperative learning, and active learning</p> <p> 4- Micro-learning methods</p> <p>B. Practical Methods</p> <p>1- E-Learning Methods</p> <p>2- Practical training of at least six hours per year on (Educational Exhibitions – Educational Boards Industry – Models – Samples)</p>	Strategy
10. Course Structure	

Evaluation Method	Method of education	Unit Name/Topic	Required Learning Outcomes	Hours	The week
Oral and Written Tests	Lecture, Lecture, Questioning E-Learning	A Brief History of Educational Techniques	To learn about educational techniques	2	1
=	=	The Concept of Educational Technologies	=	2	2
Practice					
=	=	Concepts related to educational techniques	=	2	3
=	=	(Educational Technologies, Educational Technology)	=	2	4
=	=	Factors Affecting the Choice of	To learn about the educational	2	5

		Educational Medium	benefits and purposes achieved by educational aids		
=	=	Characteristics of Educational Aids and Obstacles to Using Educational Aids	=	2	6
=	=	Psychological Foundations of the Use of Educational Techniques	Familiarize yourself with the psychological foundations of the use of educational techniques	2	7
Practice					
=	=	Behavioral and cognitive theories, their models and their design	=	2	8
=	=	The concept of communication, its theories and models	To learn about the relationship between the use of educational techniques	2	9

=	=	Systems and types	=	2	10
=	=	According to the senses	To learn about the classification of educational techniques	2	11
=	=	Based on experience	=	2	12
=	=	Educational Boards and Their Types Materials Opted Out: Transparencies	Learn about non-opposing materials and their practical applications	2	13
=	=	Slide Projector, Vertical Projector,	=	2	14
=	=	Multimedia Projector	=	2	15
=	=	First Semester Exam	First Semester Exam	2	16
=	=	Instructional Phone, Language Lab	To be familiar with audio educational techniques and their applications	2	17

=	=	School Radio	=	2	18
=	=	Models, Models, Samples	Familiarize yourself with sensory educational techniques and their applications	2	19
Practice					
=	=	Pictures & Posters, Educational Games & Simulations, Educational TV	=	2	20
=	=	Terms of Use, Stages of Use	To learn about the standards of good educational technology	2	21
=	=	Educational computer and computerized program preparation	To learn about modern trends in educational technologies and educational technology	2	22
=	=	E-learning, synchronous and	=	2	23

		asynchronous learning			
=	=	Difference Between E-Learning and Traditional Education	=	2	24
=	=	Smart School, Virtual Classrooms	Learn about the virtual learning environment	2	25
=	=	Video Conferencing, E-Book	=	2	26
=	=	Fields Selection Criteria	Learn about activities	2	27
=	=	Objectives, Types	=	2	28
=	=	Classroom and extra-curricular activities	=	2	29
=	= + Brainstorming	Verbal activities	=	2	30
=	=	Non-verbal activities	=	2	31

=	=	Second Semester Exam	Second Semester Exam	2	32
---	---	-----------------------------	-----------------------------	----------	-----------

11. Course Assessment

1. Monthly Written Tests
2. Oral Tests
3. Reports

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

Annual Pursuit Score of 50%

Final exam score of 50%

12. Learning and Teaching Resources

Educational Techniques

Required Textbooks (Methodology, if any)

Books on Educational Techniques

Main References (Sources)

All new issues of international and Arabic journals that are relevant to the curriculum

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

All Arabic and local websites

Electronic References, Websites

1. Course Name General Teaching Methods

2. Course Code:

GTM326	
3. Semester/Year Annual	
4. Date of preparation of this description 2024-2025	
5. Available Forms of Attendance	
Physical and electronic	
6. Number of study hours (total) / number of units (total) 64 hours and (2) per week	
7. Name of the course administrator (if more than one name is mentioned)	
Dr. Zeina Salem Mohi.	
<div style="display: flex; justify-content: space-between;"> Name: Dr. Zeina Salem Mohie Email: </div> <div style="text-align: right; margin-top: 5px;"> zena101980@coeduw.uobaghdad.edu.iq </div>	
8. Course Objectives	
<ul style="list-style-type: none"> • Providing students with scientific concepts such as science, learning, teaching, teaching, method, strategy, method, classroom questions, behavioral goals, evaluation, planning... etc • Providing students with the basics of good and effective teaching, the objectives and characteristics of 	Course Objectives

<p>science, the difference between method, strategy and method, method and method, classification of teaching methods, lecture method, discussion method, interrogation method and other teaching methods, with the aim of enriching the students' knowledge stock.</p> <ul style="list-style-type: none"> • Teaching strategies such as collaborative learning and brainstorming, are known. • Developing students' abilities to give and receive classroom questions. • Knowledge of teaching methods for people with special needs. • Students learn how to formulate behavioral goals, goals and levels. • Female students know the types of tests and explain their importance. • You know how to write an annual and daily plan. 	
9. Teaching and Learning Strategies	
<p>Collaborative learning strategies, flipped learning method, cognitive journey method, and discussion method.</p>	
10. Course Structure	

Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hours	The week
Classroom Interaction	Flipped Learning, Discussion, and Collaborative Learning	Science, Learning, Teaching, and the Basic Concepts of the Educational Process, the Foundations of Good Teaching	Introducing students to the basic concepts	6	1-3
Reporting And the discussions		Method of Lecture, Discussion, and Interrogation	Providing students with teaching methods	6	7-9
Reporting Discussions between students		Exploration, Problem Solving, Brainstorming, First Quiz	Students' Knowledge of New Teaching Methods	6	10-12
Implementation of the lecture according to the provided vocabulary		Individualized Learning, Storytelling Learning, Play-Based Learning	Introducing students to the methods of teaching people with special needs	4	13-15
Presenting the report and recording the		Inductive, Standard, Teaching	Empowering students with	4	16-18

strengths and weaknesses of the female students		Strategies, Cooperative Learning	teaching strategies		
Presentation of teaching methods and the use of educational aids		Teaching Style, Teaching Aids, Classroom Questions, Second Test	Employing Teaching Aids	8	18-20
Daily test in the formulation of behavioral goals		Behavioral goals, and assigning students to formulate goals	Training students in formulating behavioral goals	4	21-22
Provide practical examples of exams		Tests, Types of Assessment	Mastering the types of calendar	4	23-24
Implementation of the daily plan by all female students		Planning, its types, and the application of plans, the final exam	Training students to write a daily plan	8	25-28

11. Course Assessment

Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports... etc	
12. Learning and Teaching Resources	
<p>General Teaching Methods, Zayer, Saad, & Daoud Sabri, 2014.</p> <p>Fundamentals of Teaching, Shubbar, Khalil Ibrahim et al., 2014.</p> <p>General teaching methods. Dawood Maher</p> <p>Curriculum and Textbook. Mona Younis Bahri</p>	Required Textbooks (Methodology, if any)
<p>Effective teaching. Ezzat Jaradat</p> <p>Recent trends. Raouf Abdul Razzaq Al , Ani</p> <p>Practical Education. Mohamed Ziad Hamdan</p>	Key Reference(s)

Arabic Language Curricula and Teaching Methods. Zairouman Ismail	
Reports	Recommended books and supporting references (scientific journals, reports...)
Websites and Links	Electronic References, Websites
<ul style="list-style-type: none"> • Training students to teach from the third stage of professional development. • Developing students' personal skills. • Use of modern means and techniques • The vocabulary required by the article. <p>A single addition that specializes in classroom teaching skills in a broad way</p>	13. Course Development Plan

Course Description Template

1. Course Name: Inferential Statistics

2. Course Code: PIS327

3. Semester/Year

annual

4. Date of preparation of this description

16\9\2024

5. Available Forms of Attendance

Physical and electronic

6. Number of study hours (total) / Number of units (total)

(30) a week with two hours per week and the number of units (2)

7. Course Administrator Name (if more than one name is mentioned)

Name:Saba Ali Talal Email: sabaali@coeduw.uobaghdad.edu.iq

8. Course Objectives

A. Cognitive Objectives

A1- Identify the concept of inferential statistics

A2- Identify the difference between descriptive statistics and inferential statistics

A3- Identifying statistical hypotheses, their types

A4. Identifying the Teacher Tests and Their Types

A5- Identifying non-parametric tests and their types

A6- Identify the differences between parametric and non-parametric tests

Course Objectives

<p>B. Course Skill Objectives</p> <p>B1- Developing students' skills in using various statistical laws during the teaching and learning process</p> <p>B2 – The student should make a report on one of the topics of the curriculum</p> <p>B3 – Acquiring special skills using statistical methods (parametric and non-parameters)</p> <p>B4- The student should be able to apply the laws in solving statistical problems.</p> <p>C. Emotional and value goals</p> <ol style="list-style-type: none"> 1- Developing Students' Attitudes Towards the Importance of Inferential Statistics in the Educational Aspect 2- Developing students' motivation about the importance of statistical means in practical life 3- Training students on the use of statistical methods (parametric and non-paragraphical) in the preparation of scientific research and studies 	
<p>9. Teaching and Learning Strategies</p>	
<p>Collaborative Learning</p> <p>Self-paced learning</p>	<p>Strategy</p>

Brainstorming					
Survey					
10. Course Structure					
Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hours	The week
Achievement Test	Lecture	Statistical Hypotheses	The student should be familiar with:	2	First week
Achievement Test	Lecture	Statistical Society	The student should be familiar with:	2	Second Week
Achievement Test	Lecture	Sample and types	The student should be familiar with:	2	Third Week
Achievement Test	Lecture	Teacher Statistics Conditions	The student should be familiar with:	2	Fourth Week

Achievement Test	Lecture	T-test conditions	The student should be familiar with:	2	Fifth week
Achievement Test	Lecture	T-test for two independent samples	The student should be familiar with:	2	Week Six
Achievement Test	Lecture	T-test of two correlated samples	The student should be familiar with:	2	Seventh Week
Achievement Test	Lecture	T-test for one sample	The student should be familiar with:	2	Week Eight
Achievement Test		First Exam		2	Ninth Week
Achievement Test	Lecture	Variance Analysis Conditions	The student should be familiar with:	2	Week 10

Achievement Test	Lecture	Single Variance Analysis	The student should be familiar with:	2	Week 11
Achievement Test	Lecture	Binary Variance Analysis	The student should be familiar with:	2	Week 12
Achievement Test	Lecture	Multiple Comparisons	The student should be familiar with:	2	thirteenth week
Achievement Test	Lecture	Toki Test	The student should be familiar with:	2	Week 14
Achievement Test	Lecture	Schiffe Test	The student should be familiar with:	2	Week 15
Achievement Test	Lecture	Conditions for Non-Teacher Statistics	The student should be familiar with:	2	Sixteenth Week

Achievement Test	Lecture	Conditions of the Chi-square	The student should be familiar with:	2	Week 17
Achievement Test	Lecture	Chi-square for good matching	The student should be familiar with:	2	Week 18
Achievement Test	Lecture	Independence K-square	The student should be familiar with:	2	Week 19
Achievement Test		Second Exam		2	Week 20
Achievement Test	Lecture	The Wilcoxon Test	The student should be familiar with:	2	Week 21
Achievement Test	Lecture	Man and Whitney Test	The student should be familiar with:	2	Week 22
Achievement Test	Lecture	Friedman Test	The student should be	2	Week 23

			familiar with:		
Achievement Test	Lecture	Crossqualolysis Test	The student should be familiar with:	2	Week 24
Achievement Test	Lecture	Smirnov Test	The student should be familiar with:	2	Week 25
Achievement Test	Lecture	Focused Review	The student should be familiar with:	2	Week 26
Achievement Test	Lecture	Discussion of reports	The student should be familiar with:	2	Week 27
Achievement Test	Lecture	Discussion of reports	The student should be familiar with:	2	Week 28
Achievement Test	Lecture	Discussion of reports	The student should be	2	Week 29

			familiar with:		
Achievement Test		Third Exam		2	Week 30

11. Course Assessment

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

15 marks for the first exam, 15 marks for the second exam, 15 marks for the third exam, and 5 marks for the report

50 Final Exam Marks

12. Learning and Teaching Resources

No	Required Textbooks (Methodology, if any)
Statistics for Researcher in Education and Humanities \ Ahmed Suleiman Odeh Statistics and its Applications in Educational and Psychological	Key Reference(s)

<p>Sciences \ Abdul Jabbar Tawfiq Al-Bayati</p> <p>Statistical Analysis in Educational, Psychological and Social Research</p> <p>(Non-Teaching Methods)\ Abdul Jabbar Tawfiq Al-Bayati</p> <p>Applied Statistics \Adnan Awad</p> <p>Statistical Methods \ Shafiq Al-Attoum</p>	
<p>Journal of Educational Sciences / Educational and Psychological Research Center</p> <p>Journal of Psychological Sciences / Center for Educational Studies</p>	<p>Recommended books and supporting references (scientific journals, reports...)</p>
<p>https://ktbby.com/</p> <p>www.hnafs.com</p>	<p>Electronic References, Websites</p>

<p>1. Assigning students to make reports and field researches to identify the most prevalent developments, developments, and problems to include in the course vocabulary.</p> <p>2- Providing a methodological book for the subject</p> <p>3. Providing a laboratory equipped with modern computers to teach the practical part of the course.</p>	<p>13. Course Development Plan</p>
---	------------------------------------

1. Course Name: Scientific Research Methodology
2. Course Code: PSRM328
3-Semester / Year : 2024-2025
4-Date of preparation of this description : 1/9/2024
5. Available Forms of Attendance: Class Attendance
6. Number of study hours (total) / Number of units (total): (2) hours per week with a total of (50) hours.
7. Name of the Course Officer:
Name: Assoc. Prof. Dr. Noor Mohamed Jumaa Email
:noor.m@perc.uobaghdad.edu.iq
8. Course Objectives

<p>- Cognitive Objectives :</p> <p>A1. Conducting an experiment (laboratory or non-laboratory experiments)</p> <p>A2. Formulation of hypotheses</p> <p>A3- Prototypes of experimental designs</p> <p>B. Skills Objectives of the Course:</p> <p>B1- Developing positive attitudes towards writing research</p> <p>B2- Developing students' tendencies towards the scientific research method.</p> <p>C. Emotional and value goals :</p> <p>C1- Developing positive attitudes towards the work of the school</p> <p>C2- Developing positive attitudes towards educational and psychological subjects</p> <p>A3- Developing positive attitudes towards modern developments in the scientific research methodology</p>	<p>Course Objectives</p>
<p>9. Teaching and Learning Strategies</p>	

65- Identify resources that fit the vocabulary and objectives of the course. 66-Distribute study tasks among students. 67-Preparing a record of grades, whether daily or monthly, for all students. 68-Explaining each topic by the professor and the students in charge of preparing the topic. 69-Conduct daily tests to identify the extent of students' understanding of the topics. 70-Continuously evaluate students through participation in topics. 71-Conduct monthly tests.					10. Strategy
11. Course Structure					
Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hours	The week
Written test, participations, and daily test.	Lecture	Definition of Scientific Research	Scientific research, importance of scientific research, characteristics of a scientific researcher The assumptions on which the scientific method is based,	8	First and second
Written test, participations, and daily test.	Lecture	Preliminary Procedures for Scientific Research	The problem in the research is the importance of the research, its objectives, hypotheses and terminology.	8	Third and Fourth

Written test, participations, and daily test.	Lecture	Historical Research Methodology	What does the historical research methodology discuss, the steps of historical research.	4	V
Written test, participations, and daily test.	Lecture	Historical Research Methodology	Identifying a historical research problem, collecting scientific material, evaluating or critiquing scientific material, formulating hypotheses, interpreting results, writing reports	4 4	Sixth and Seventh
Written test, participations, and daily test.	Lecture	Descriptive Research Methodology	Descriptive Research Methodology, Descriptive Research Steps, Types of Research	4	Eighth
Written test, participations, and daily test.	Lecture	Descriptive Research Methodology	Types of Descriptive Research	4	Ninth
Written test and paper evaluation.	Lecture		test	4	X

Written test, participations, and daily test.	Lecture	Empirical Research Methodology	Steps of experimental research, conducting an experiment, laboratory (laboratory) and non-laboratory (or non-laboratory) experiments	4	Eleventh
Written test, participation and daily test	Lecture	Empirical Research Methodology	Experiments conducted over a short or long period of time (depending on time), prototypes of experimental designs.	4	Twelfth
Written test, participations, and daily test.	Lecture and Practical Application	Research Tools	Interview/Definition and Objectives Observation / Definition and Types Tests/Definition and Types	8	The third and fourteenth
Written test, participations, and daily test.	Lecture	Samples	Specimens: Definition and Importance Sample Types	4	Fifteenth
Written test, participations, and daily test.	Lecture	Samples	Sample Types	8	Sixth and Seventeenth

Written test, participations, and daily test.	Lecture	Statistics	Statistics, Definition of Statistics, Types of Statistics	4	Eighteenth
Written test and paper evaluation.	Lecture		test	4	Nineteenth
Written test, participation and daily test	Lecture	How to Write a Scientific Paper- Research Plan	Structure of Scientific Research (Chapter One) Theoretical Aspect	4	Twentieth
Written test, participations, and daily test.	Lecture	How to Write a Scientific Research - Research Plan	Structure of Scientific Research (Chapter Two) Theoretical Aspect	4	Twenty first
Written Exam and Participation in Solving Applied Exercises and Paper Evaluation	Lecture	How to view and discuss results	Structure of Scientific Research (Chapter Three) Applied Aspect	4	Twenty second
Written Test, Participations and Daily Testing	Lecture	How to view and discuss results	Structure of Scientific Research (Chapter Four) Applied Aspect	4	Twenty -third

Written Test, Participations and Daily Testing	Lecture	Conclusions, Recommendations and Proposals	Conclusions, Recommendations, Proposals and How to Describe Them	4	Twenty fourth
Written Test, Participations and Daily Testing	Lecture	Sources of Research, Review and Prosecution	How to Write Research References and Pursue	4	Twenty fifth
Written Test, Participations and Daily Testing	Lecture	Research Plan Duty	Presenting and discussing the research plan assignment	4	Twenty -sixth
12. Course Assessment					
Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams etc Annual Pursuit Score of 50% Final exam score of 50%					
13. Learning and Teaching Resources					
Course Books/Scientific Research Methodology Book			Required Textbooks (Methodology, if any)		

Gamal Zaki, Al-Sayyid Yassin, Foundations of Social Research, Dar Al-Fikr Al-Arabi, Cairo, 1962 Association of Educational and Psychological Sciences , Tests , Journal of Educational and Psychological Sciences , Fifth Issue , K1, 1980	Main References (Sources)
All new issues of international and Arabic journals that are relevant to the curriculum	Recommended books and supporting references (scientific journals, reports...)
All Arabic and local websites	Electronic References, Websites

2. Course Code: PCE329	
3. Semester / Year: Annual	
4. Date of this description: 16/9/2024	
5. Available Forms of Attendance:	
Physical and electronic a	
6. Number of Hours (Total) / Number of Units (Total):	
90 hours per year. 3 hours per week and (4) units	
7. Name of the course administrator (if more than one name is mentioned)	
Name: Prof. Dr. Nisreen Jawad Sharqi	
nsreen_jwad_sharqee@coeduw.uobaghdad.edu.iq	
8. Course Objectives	
	<ul style="list-style-type: none"> • Providing students with the following concepts: • Introducing students to the culture of comparative education

	<ul style="list-style-type: none">● Define innovative methods, high skills, and clear and precise mechanisms used in comparative education● Providing learners with various research methods in comparative education.● Familiarity with the types of comparative education in the developed countries of the West				
9. Teaching and Learning Strategies					
Dialogue and Discussion Education Strategy1. Brainstorming Strategy2–					
10. Course Structure					
Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hours	The week
Weekly, monthly, daily, written and end-	Explaining the material through the lecture	Copy that Comparative Education	The student learns about	3 hour	1 – 5
	Theoretical		Copy that Comparative Education	3 hour	6 – 10

of-year exams.	Explaining the material through the lecture Theoretical	The Evolution of the Concept of Comparative Education and the Role of Organizations Arab and International	Recognizing the Evolution The Concept of Comparative Education Meet an Office Comparative Education	3 hour	11 – 15
	Explaining the material through the lecture Theoretical	International Education Bureau (Geneva) Arab Organization For education	Identify Organization Arab Education Culture and Science	3 hour	16 – 20
	Explaining the material through the lecture Theoretical	Culture and Science State Education Office Gulf	Meet an Office Education for the Gulf States	3 hour	21 – 25
	Explaining the material through the lecture Theoretical	Educational Applications Objectives of Comparative Education	The student learns about Applications and Objectives and pioneers of education Comparison	3 hour	26 – 30

	Explaining the material through the lecture Theoretical	Some of the pioneers of comparative education Isaac Kandel George Byrdie Rossello Sadler Mark Anton	Introduce the student on Pioneers of Education West		
11. Course Evaluation					
Distribution as follows: 25 marks of monthly and daily exams for the first semester. The score of the monthly and daily exams for the second semester: 50 marks for final exams25					
12. Learning and Teaching Resources					
No		Required Textbooks (Methodology, if any)			
Comparative Education by Saadoun Salm Najm		Main References (Sources)			
		Recommended books and supporting references (scientific journals, reports...)			

	Electronic References, Websites
--	---------------------------------

Course Title : Physiological Psychology 1-
2. Course Code: P PhP 330
3-Semester / Year : (2024-2025)
4-Date of preparation of this description : 24/9/2024
5. Available Forms of Attendance: Daily Class Attendance
6. Number of study hours (total) / Number of units (total): (4) hours per week with a total of (100) hours.
7. Name of the course administrator (if more than one name is mentioned):
Name: Assoc. Prof. Dr. Azhar Hadi Rashid Email :
azhar.h@coeduw.uobaghdad.edu.iq
8. Course Objectives

<ol style="list-style-type: none"> 1- Providing students with information about the historical development of the concept of physiological psychology, its definition and importance. 2. Providing students with information about the most important branches of physiological psychology. 3. Provide students with information about the hormonal system, the most important hormones in the human body, the relationship between hormones and behavior, and the most important medical and pathological conditions related to hormones. 4. Providing students with basic information and knowledge about the nervous system, the components of the nervous cell, and the most important diseases of the nervous system such as epilepsy. 5. Providing students with basic information and knowledge about the physiological foundations of motivation and the relationship of hypothalamus to hunger, thirst, sex, emotions and sleep 6- Providing students with the relationship between emotions and the nervous system and what are the physiological foundations of emotions and the types of emotions and their impact on human behavior 7- Introducing the students to the components of the nervous system and the two hemispheres of the brain and the tasks of each hemisphere and their impact on learning 8- Introducing the students to the sensory nervous system, the types of senses, and the effect of the nervous system on the senses. 	Course Objectives
9. Teaching and Learning Strategies	

<p>72-The use of illustrations, class discussions, questions and answers, explanatory posters and reports prepared by students on the vocabulary of the physiological psychology curriculum</p> <p>73-Distribute the study tasks among the requests, such as class discussions, monthly reports, and explanatory posters .</p> <p>74-Preparing a record of grades, whether daily or monthly, for all applications .</p> <p>75-Explaining each topic by the professor and students in the classroom</p> <p>76-Conducting daily tests to identify the extent of students' understanding of the curriculum vocabulary</p> <p>77-Evaluating students on an ongoing basis by participating in topics, conducting weekly, monthly and daily exams, assigning tasks to female students.</p> <p>78-Presentation of reports and explanatory posters on the vocabulary of the physiological psychology curriculum by female students.</p>					Strategy
10. Course Structure					
Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hours	The week
Participation and daily testing.	Lecture	The Emergence of Physiological Psychology	Illustrating the historical development of the genesis of the concept of physiological psychology	8	First and second

Participation and daily testing.	Lecture	Comparison of definitions and clarification of the branches of physiological psychology	Definition of Physiological Psychology, its Importance and Branches	8	Third and Fourth
Participation and daily testing.	Lecture	Hormone and Gland Definition Deaf	Clarifying the importance and components of the hormonal system in the human body	4	V
Participation and daily testing.	Lecture	The importance of the nervous system and its relationship with the rest of the body's systems	Clarification of the components of the nervous system and the neuron	4 4	Sixth and Seventh
Participation and daily testing.	Lecture	Components of the two hemispheres of the brain and the functions of each hemisphere	Clarifying the two hemispheres of the human brain	4	Eighth
Participation and daily testing.	Lecture	Studying the history of diseases and disorders Nervous system	The nervous system and the most important diseases and disorders in this system	4	Ninth
Written test, participations, and daily test.	Lecture	Paper and Pen Test	First Semester Exam	4	X

Posts and daily testing.	Lecture	Definition of epilepsy, the most important types of the disease and how to Treatment	The most important diseases of the nervous system	4	Eleventh
Posts and daily testing.	Lecture	Definition of Sleep and Wakefulness And the biological clock	Sleep, its importance and disorders	4	Twelfth
Participation and daily testing.	Lecture	Explain the types of nerve signals and how they work	Definition of Neural Signals	4	Thirteenth
Posts and daily testing.	Lecture	Types of Sleep Waves Sleep Disorders	Clarifying the Effect of Sleep and its Relationship to Learning	8	Fourth and fifteenth
Posts and daily testing.	Lecture	Types of emotions and their relationship to the nervous system	Emotions: Definition and Physiological Foundations	8	Sixth and Seventeenth
Posts and daily testing.	Lecture	Types of Neurons and Components of Neurons	Neurons Defined	4	Eighth
Posts and daily testing.	Lecture	Comparison between the two systems and their relationship with the rest of the body's systems	Sympathetic and Parasympathetic Nervous System	8	Nineteenth and twentieth
Paper and Pen Test	Lecture	Paper and Pen Test	Second Semester Exam	4	Twenty first

Participation and daily testing.	Lecture	Clarifying the most important diseases that affect the hormonal system and its disorders	The most important diseases of the hormonal system	4	Twenty second
Posts and Daily Testing	Lecture	Clarifying the relationship of the nervous system to the five senses	Sensory Nervous System	4	Twenty-third
Actual Posts	Lecture	Each student chooses a vocabulary and presents an anatomical poster	Providing posters that explain the components of the nervous and hormonal system in the human body	4	Twenty fourth
For Actual Posts	Lecture	Each student chooses a vocabulary and provides a detailed report about it.	Female students submit monthly reports covering the vocabulary of the subject of physiological psychology	4	Twenty fifth

11. Course Evaluation

The score is distributed out of (50) according to the tasks assigned to the students such as (daily preparation, daily and monthly exams, and reports)., anatomical posters....etc.) and then it is added to the final exam score (end of the academic year) (50) marks.

12. Learning and Teaching Resources

1- Ahmed Okasha and Tarek Okasha (2009): Physiological Psychology, Anglo-Egyptian Library, Cairo, Egypt. 2- Ali Mahmoud Kazem Al-Jubouri, (2011): Physiological Psychology, Al-Sadiq Cultural Publishing House.	Required Textbooks (Methodology, if any)
Designing and preparing a curriculum for the subject of Physiological Psychology by the teaching staff	Main References (Sources)
All new issues of international and Arabic journals that are relevant to the curriculum	Recommended books and supporting references (scientific journals, reports...)
Scientific websites on the Internet (Arabic and local)	Electronic References, Websites

1. Course Name : English
2. Course Code: 331PEL
3-Semester / Year : 2024-2025
4-Date of preparation of this description : 1/9/2024
5. Available Forms of Attendance: Class Attendance
6. Number of study hours (total) / Number of units (total): (1) hours per week with (25) weeks with a total of (25) hours.
7. Name of the course administrator (if more than one name is mentioned):
Name: Eng. Zainab Mohamed Abdel Hussein Email :
Zainab.m@coeduw.uobaghdad.edu.iq
8. Course Objectives

A- Enable students to learn English and speak in different situations				Course Objectives	
B- Enable students to learn the language of dialogue and communication with others					
C. Developing the language and emphasizing speaking and listening skills.					
d. Using the English language in different situations and using everyday terms used among people in both colloquial and standard languages.					
9. Teaching and Learning Strategies					
79- Identify sources that fit the vocabulary and objectives of the course .				Strategy	
80-Distributing study tasks among students .					
81-Preparing a record of grades, whether daily or monthly, for all students .					
82-Explaining each topic by the professor and the students in charge of preparing the topic .					
83-Conduct daily tests to identify the extent of students' understanding of the topics.					
84-Evaluating students continuously through participation in topics.					
85-Conducting monthly tests .					
10. Course Structure					
Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hours	The week

Written test, participations, and daily test.	Lecture	It's a wonderful world	Tenses , Auxiliary, short answers, what's in a word? Social expression.	2	First and second
Written test, participations, and daily test.	Lecture	Wonders of the modern world.	Wonders of the modern world.	2	Third and Fourth
Written test, participations, and daily test.	Lecture	Get Happy!	Present tense. Simple or continuous	1	V
Written test, participations, and daily test.	Lecture	Get Happy.	Passive, sport	11	Sixth and Seventh
Written test, participations, and daily test.	Lecture	The clown Doctor	Numbers and dates.	1	Eighth
Written test and paper evaluation.	Lecture		test	1	Ninth
Written test, participations, and daily test.	Lecture	Telling tales	Past tense.	1	X
Written test, participations, and daily test.	Lecture	Art and literature.	passive	1	Eleventh
Written test, participation and daily test	Lecture	Telling tales	The tale of Gluskap and the Baby	1	Twelfth

Written test, participations, and daily test.	Lecture and Practical Application	Telling tales	Pablo Picasso Ernest Hemingway	1	Thirteenth
Written test, participations, and daily test.	Lecture	Listening and writing	Every day English	2	Fourth and fifteenth
Written test, participations, and daily test.	Lecture	Doing the write thing	Model verbs	2	Sixth and Seventeenth
Written test, participations, and daily test.	Lecture		test	1	Eighth
Written test, participations, and daily test.	Lecture	Obligation and permission	Can Should Must Have to	2	Nineteenth and twentieth
Written test, participation and daily test	Lecture	Nationality words	Reading and speaking	1	Twenty first

Written test, participations, and daily test.	Lecture	A world guide to Good Manners	Reading and speaking	1	Twenty second
Written Exam and Participation in Solving Applied Exercises and Paper Evaluation	Lecture	Listening and speaking	Listen to conversation	1	Twenty-third
Written Test, Participations and Daily Testing	Lecture	Every day English	Requests and offers	1	Twenty fourth
Written Test, Participations and Daily Testing	Lecture	Vocabulary	Nationality words	1	Twenty fifth
11. Course Evaluation					
Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams etc Annual Pursuit Score of 50% Final exam score of 50%					
12 Learning and Teaching Resources					

The Head Way Plus: Intermediate Listening: Interchange Level 2	Required Textbooks (Methodology, if any)
The Head Way Plus: Intermediate Listening: Interchange Level 2	Main References (Sources)
<ul style="list-style-type: none"> • <i>Interchange: Intro, Student's Book</i> by Jack C. Richards • <i>Interchange: Intro, Workbook</i> by Jack C. Richards 	Recommended books and supporting references (scientific journals, reports...)
<ul style="list-style-type: none"> • <i>Interchange: Intro, Teacher's Guide</i> by Jack C. Richards. • <i>Communicating in English</i> by Walter Metreyek • <i>Breakthrough</i> by Jack C. Richards <i>Situational Dialogues</i> by Micheal Ockenden	Electronic References, Websites

1. Course Name

Behavior modification
2. Course Code
PBM432
3. Semester/Year
2023-2024
4. Date of preparation of this description
11-10-2023
5. Available Forms of Attendance
Two hours per week for one academic year
6. Number of study hours (total) / Number of units (total)
64 hours, including 6 weeks of application and 2 weeks of half-year vacation.
7. Course Administrator Name (if more than one name is mentioned)
Name: Prof. Dr. Siham Kazem Nimr Email: sihamnemer@coeduw.uobaghdad.edu.iq
8. Course Objectives

<ul style="list-style-type: none"> • Introducing students to the concept of human behavior modification and the theoretical foundations on which it is based • Introducing students to the methods of identifying and measuring the behaviors to be modified • How to choose and use appropriate behavior modification methods, whether in building, reinforcing or generalizing good behavior, or in modifying undesirable behavior. • Training students to design behavior modification programs to deal with different behaviors • The student should provide samples of different programs that have been implemented in the field of behavior modification. • Employing and investing what has been learned in the course during the school application period • Write reports on some cases of students observed during the school application period who suffer from one or more behavioral problems 	<p>Course Objectives</p>
---	--------------------------

9. Teaching and Learning Strategies	
<ul style="list-style-type: none"> - Lecture, dialogue, discussion and opinion style - - Clusters (Teams) - Brainstorming - Problem solving - Distribution of female students into groups- <ul style="list-style-type: none"> -Follow up and watch the students during work, guide them and provide the necessary assistance when needed. - -Employing the art of diction skills when posing a behavioral problem 	Strategy

10. Course Structure

Evaluation Method	Method of education	Unit Name/Topic	Required Learning Outcomes	Hours	The week
Oral Tests + Brainstorming	Lecture Discussion , Dialogue & Feedback + Problem Solving	Basic concepts in the field of behavior modification	The student learns to: <ul style="list-style-type: none"> - The concept of behavior modification - The Importance and Goals of Behavior Modification - Misconceptions about behavior modification - Areas of Behavior Modification 	6	(3)1-3
Oral tests + brainstorming + preparing and discussing individual or group research + assigning them tasks based on the method of solving problems	Lecture Discussion , Dialogue & Feedback + Problem Solving	Behavior modification strategies	The student learns to: <ul style="list-style-type: none"> - Identify current behavior and measurement methods - Determining the final behavior and methods of measuring it - Data and Information 	8	(5)4-8

			Collection Methods		
Oral tests + brainstorming + observing the student's performance within groups + solving assignments through the electronic classroom + preparing and discussing individual or group research + assigning them tasks based on the method of solving problems	Lecture Discussion , Dialogue and Expressing Opinion + Working in Groups + Solving Problems	Evaluation of Behavior Modification Programs	The student learns to: <ul style="list-style-type: none"> - Types of experimental designs in an individual orientation - Methods of choosing the right design - Employing experimental designs in behavior modification programs 	8	(5)9-13
Oral tests + brainstorming + observing the student's performance in groups + solving assignments	Lecture Discussion , Dialogue and Expressing Opinion + Working in Groups	Designing a behavior modification plan	The student learns to: <ul style="list-style-type: none"> - Dimensions that collectively make up the behavior modification process 	8	(5)14-18

through the electronic classroom + preparing individual or group research and discussing it + assigning them tasks based on the method of solving problems	+ Solving Problems				
Oral tests + brainstorming + observing the student's performance in groups + solving assignments through the electronic classroom + preparing individual or group research and discussing it + assigning them tasks based on the method of	Lecture Discussion , Dialogue and Expressing Opinion + Working in Groups + Solving Problems	Methods of reinforcing the desired behavior	<p>The student learns to:</p> <ul style="list-style-type: none"> - Positive reinforcement - Negative reinforcement - Shaping Behavior - Sequence of Behavior - Modeling - Self-Adjustment 	4	(4)19-22

solving problems					
Oral tests + brainstorming + observing the student's performance in groups + solving assignments through the electronic classroom + preparing individual or group research and discussing it + assigning them tasks based on the method of solving problems	Lecture Discussion , Dialogue and Expressing Opinion + Working in Groups + Solving Problems	Methods of Weakening Unwanted Behavior	The student learns to: - punishment - erasure	4	(2)23-24
Oral tests + brainstorming + observing the student's performance in groups + solving assignments through the electronic	Lecture Discussion , Dialogue & Opinion + Group Work	Practical Applications of Behavior Modification Methods	The student learns to: - Practical Applications of the Positive Reinforcement Method - Practical Applications of the Passive	8	(4)25-28

classroom + preparing individual or group research and discussing it + assigning them tasks based on the method of solving problems			Reinforcement Method - Practical Applications of Modeling Method - Practical Applications of the Method of Punishment		
---	--	--	--	--	--

11. Course Assessment	
Distribution of a score of 50 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports... etc	
12. Learning and Teaching Resources	
Course Books/ No Course Book	Required Textbooks

	(Methodology, if any)
<ul style="list-style-type: none"> - Modification and Construction of Human Behavior, Author: Dr. Farouk Al-Rousan, Amman, Jordan, 2000 - Behavior Modification, Author: Dr. Jalal Kayed Damra, Dr. Oraib Ali Abu Amira, Dr. Intisar Khalil Asha, Amman, Jordan, 2007 - Human Behavior Modification, Author: Saeed Hosni Al-Azza, Jawdat Ezzat Abdel Hadi, Amman, Jordan, 2001 	Key Reference(s)
<p>Theses and theses that dealt with the topics of behavior modification, including:</p> <ul style="list-style-type: none"> - The Effect of a Training Program on Modifying Stereotyped Behavior in Visually Impaired Students, Nimr, Siham Kazim, 2000 	Recommended books and supporting references (scientific journals, reports...)

<p>- The Effect of a Training Program on Modifying Attention Deficit Behavior, Abed, Jamila Rahim, 2000</p>	
<p>https://acofps.com/vb/110492.html</p> <p>http://www.m.ahewar.org/s.asp?aid=565956&r=0</p> <p>https://mawdoo3.com/%D8%A3%D8%B3%D8%A7</p>	<p>Electronic References, Websites</p>
<p>Adding new references to activate the applied aspect of the course1-.</p> <p>2. Encouraging students to use modern technology and the Internet to support the requirements of the course.</p> <p>3. Encouraging female students to apply behavior modification strategies in the educational application stage.</p>	<p>13-Course Development Plan:</p>

alif

1. Course Name: Educational Administration
2. Course Code: PEA433
3. Quarter/Annual
Year 2024–2025
4. Date of preparation of this description
16\9\2024
5. Available Forms of Attendance
Attend class
6. Number of study hours (total) / Number of units (total)
2 hours per week = 60 hours / Units 2 units
7. Course Administrator Name
Name: Eng. Mohamed Nabil Abbas Email:

8. Course Objectives	
<p>1 1– Cognitive Objectives</p> <p>A1– What is the definition of educational administration and educational supervision?</p> <p>A2– What are the modern trends in the science of educational administration?</p> <p>A3– What is the appropriate curriculum for studying educational administration?</p> <p>A4– What are the principles and laws of educational administration?</p> <p>A5– What are the factors affecting the educational administration?</p> <p>A6– What are the different aspects of management after graduation?</p>	Course Objectives
9. Teaching and Learning Strategies	
<p>The standard method (giving lectures).</p> <p>– Method of discussion and interrogation</p> <p>- How to solve problems.</p>	Strategy

10. Course Structure: The study started on 17/9/2024 and ends on 4/5/2025, the start date of the final exams.

Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hours	The week
Classroom Performance and Exams	Discussion and questioning	Introduction, general idea and basic definitions of the science of educational administration	Introducing the student to the science of educational administration	2	October
Classroom Performance	Discussion and questioning	Introduction to Socialization	Introducing the student to the institutions	2	November

nce and Exams			of socialization		
Classroom Performance and Exams	Discussion and questioning	Genetics and environment	Introducing the student to environmental and genetic factors	2	December
Classroom Performance and Exams	Discussion and questioning	The importance of the post-graduation stage as a teacher, school principal or educationa	Introducing the student to administrative processes	2	January

		I supervisor			
Classroom Performance and Exams	Discussion and questioning	Education al Leadership and School Leadership	Clarifying the Advantages of Pedagogy and Management Science	2	February
Classroom Performance and Exams	Discussion and questioning	Research Methods in Education al Administration	Enable students to apply examples of research types	2	March
Classroom Performance and Exams	Discussion and questioning	Introducing students to leadership styles and	Enable students to compare aspects of contemporar	2	March

		educational administrative organizations	y educational leadership		
Classroom Performance and Exams	Discussion and questioning	The Principal's Relationship with the Social Environment	Introducing students to the methods of educational supervision	2	April
Classroom Performance and Exams	Discussion and questioning	Duties of the Educational Supervisor	Introducing the student to the duties of the educational supervisor	2	Mace

11. Course Assessment	
<p>Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports... etc</p> <p>The grade is distributed through several channels:</p> <p>1– Structural evaluation in daily exams, observation of the student's performance in class discussions, homework and follow-up, and classroom evaluation, and this does not exceed 20% of the total total.</p> <p>2– Diagnostic Evaluation of Semester and Final Exams</p>	
12. Learning and Teaching Resources	
Management, Leadership and Supervision Methodologies	Required Textbooks (Methodology, if any)
<p>– Educational Administration and Educational Supervision</p> <p>2: Introduction to the Science of Educational Administration, Dr. Al-Qaryouti, 2017.</p> <p>3: Principles of Educational Administration and Supervision. Abdullah Al-Saad 2018</p> <p>4: Educational Leadership. Dr. Sami Abdel Fattah Raouf 2018</p>	Key Reference(s)

5: Management, Leadership and Supervision Methodologies 2021	
Reading all the latest and published in refereed scientific journals	Recommended books and supporting references (scientific journals, reports...)
http://www.alkutubcafe.com/book/83rjar.html	Electronic References, Websites

alif

A. Course Name : Teaching Thinking
2. Course Code: P TTh434
3--Semester / Year : (2024-2025)
4- Date of preparation of this description : 25/9/2024
5. Available Forms of Attendance: Daily Class Attendance
6. Number of study hours (total) / Number of units (total): (4) hours per week with a total of (100) hours
7. Name of the course administrator (if more than one name is mentioned):
Name: Assoc. Prof. Dr. Azhar Hadi Rashid Email :
azhar.h@coeduw.uobaghdad.edu.iq
8. Course Objectives

<p>1- Providing students with information about The Meaning and Importance of Teaching Thinking and Thinking Skills The most important definitions</p> <p>2. Providing students with information about the origin of thinking education and its skills.</p> <p>3- Providing students with information about the most important thinking education programs and how to apply them.</p> <p>4. Introducing students to the most important approaches and directions of teaching thinking.</p> <p>5- Introducing students to the most important theories explaining thinking and skills</p> <p>6- Providing students with knowledge about the most important modern classifications of thinking skills</p> <p>7- Introducing the students to the most important thinking styles and styles such as thinking (analytical, critical, creative, and saber).</p> <p>8- Introducing students to the most important strategies and skills of teaching thinking and how to apply them</p> <p>9- Providing students with information about sensory thinking and parasensory thinking and their importance</p> <p>10- Providing students with the necessary knowledge to design the thinking classroom and its sections</p> <p>11- Introducing students to the most important classifications of habits of mind and their role in teaching thinking.</p>	Course Objectives
9. Teaching and Learning Strategies	

<p>86-Use classroom discussions, questions and answers, explanatory posters and reports prepared by students on the vocabulary of the thinking teaching curriculum and its skills</p> <p>87-Distribute the study tasks among the requests, such as class discussions, monthly reports, and explanatory posters .</p> <p>88-Preparing a record of grades, whether daily or monthly, for all applications .</p> <p>89-Explaining each topic by the professor and students in the classroom</p> <p>90-Conducting daily tests to identify the extent of students' understanding of the curriculum vocabulary</p> <p>91-Evaluating students on an ongoing basis by participating in topics, conducting weekly, monthly and daily exams, assigning tasks to female students.</p> <p>92-The actual application of the most important thinking teaching programs and its skills by female students.</p> <p>93-Training students to design the thinking classroom and clarify its most important sections</p>					Strategy
10. Course Structure					
Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hours	The week
Participation and daily testing.	Lecture	The Origin of Thinking Education and Skills The most important definitions	Illustrating the historical development of the genesis of thinking education and its skills	8	First and second

Participation and daily testing.	Lecture	Clarifying the characteristics and skills thinking Obstacles to Teaching Thinking	Definition of Thinking Education, Skills and Importance in Education	8	Third and Fourth
Participation and daily testing.	Lecture	Clarifying the most important theories such as behavioral theory, Gestalt theory, cognitive theory, and others	Clarifying the importance of explanatory theories to teach thinking	4	V
Participation and daily testing.	Lecture	Define the three approaches (independent direct entrance, integration approach and conciliatory approach) and make a comparison between them with clarifying the most applicable ones in our schools.	Clarifying the most important approaches and trends in teaching thinking	4 4	Sixth and Seventh

Participation and daily testing.	Lecture	Explanation of the most important of these classifications such as (Bloom Classification, Guilford Classification, American Society Classification, Kizlik Classification) and others	Clarifying the most important global classifications of thinking skills	4	Eight h
Participation and daily testing.	Lecture	Clarifying the importance of teaching thinking in our schools and what are the most important obstacles facing teaching thinking in our schools	Explain the importance of teaching thinking and obstacles	4	Ninth
Written test, participations, and daily test.	Lecture	Paper and Pen Test	First Semester Exam	4	X
Posts and daily testing.	Lecture	Defining the thinking class its sections, and training students on how to design the thinking class.	Thinking class	4	Eleventh

Posts and daily testing.	Lecture	Define the most important thinking styles, patterns, and skills such as thinking (Analytical, creative, critical, and saber)	Thinking Styles	4	Twelfth
Participation and daily testing.	Lecture	Explain the types of neural prompts and how they work Strategies for teaching thinking, their goals, and how to apply them	Strategies for Teaching Thinking	4	Thirteenth
Posts and daily testing.	Lecture	Defining the habits of mind and clarifying their most important classifications	Habits of Mind	8	Fourth and fifteenth
Posts and daily testing.	Lecture	Clarifying the most important international thinking programs such as the Kurt program, the six hats, the accomplished thinker, and the composition of the diaspora	Thinking Teaching Programs	8	Sixth and Seventeenth
Posts and daily testing.	Lecture	Clarifying and defining effective thinking and comparing it with ineffective thinking	Effective thinking	4	Eighth

Posts and daily testing.	Lecture	Conducting practical applications by female students for the most important thinking education programs	Practical Applications	8	Nineteenth and twentieth
Paper and Pen Test	Lecture	Paper and Pen Test	Second Semester Exam	4	Twenty first
Participation and daily testing.	Lecture	Conducting practical applications by students on how to design a thinking class and applying thinking teaching skills	Practical Applications	4	Twenty second
Posts and Daily Testing	Lecture	Practical applications of the use of thinking teaching strategies by female students	Practical Applications	4	Twenty-third
Actual Posts	Lecture	Each student chooses a vocabulary and submits a report on it	Monthly Reports	4	Twenty fourth

For Actual Posts	Lecture	Each student chooses a vocabulary and provides a detailed report about it.	Monthly Reports	4	Twenty fifth
11. Course Evaluation					
The score is distributed out of (50) according to the tasks assigned to the students such as (daily preparation, daily and monthly exams, and reports)., and explanatory posters....etc.) and then it is added to the final exam score (end of the academic year) (50) marks.					
12. Learning and Teaching Resources					
1- Teaching thinking in the school curriculum (Nadia Hayel Al-Sorour) 2- Developing Thinking Skills (Theoretical Models and Practical Applications) Adnan Yousef Al-Otoun, Abdel Nasser Al-Jarrah and Muwaffaq Bishara. 3- Strategies for Learning Thinking Skills (Between Theory and Practice) Nabil Abdel Hadi and Waleed Abbad R/ No Textbook			Required Textbooks (Methodology, if any)		
Designing and preparing a curriculum for teaching thinking by the teacher			Main References (Sources)		
All new issues of international and Arabic journals that are relevant to the curriculum			Recommended books and supporting references (scientific journals, reports...)		
Scientific websites on the Internet (Arabic and local)			Electronic References, Websites		
Suggest a watch for actual practical application			Course Development Plan		

1. Course Name: Mental Health	
2. Course Code : 435 PPsH	
3. Semester/Year : Annual	
4. Date of preparation of this description : 16/9/2024	
5. Available Forms of Attendance: In-Person and Online	
6. Number of Hours (Total) / Number of Units (Total): 64 and Number of Units (2)	
7. Course Administrator Name (if more than one name is mentioned)	
-Name: Amal Kazem Meera Email: Amal.meer@coeduw.uobaghdad.edu.iq	
8. Course Objectives	
1a. Cognitive objectives A1- Identify the meaning of mental health and its relationship to psychological and social compatibility A2- Understanding life as a process of adaptation and providing information about needs	Course Objectives

<p>A3- Identifying the concept of mental illness and distinguishing it from the Afali</p> <p>A4- Recognizing the meaning of mental retardation</p> <p>A5- Identifying Psychotherapy and its Conditions</p> <p>B. Skill objectives of the course.</p> <p>B1 – Developing the student's skills in using mental health methods</p> <p>B2 – Developing the student's skills in treating and solving psychological problems</p> <p>B3 – Developing the skills of acquiring psychological, mental and congenital illnesses</p> <p>B4- Developing the skills of how to refer mental illnesses to specialists for psychological treatment.</p>	
9. Teaching and Learning Strategies	
<p>Cooperative Education</p> <p>Peer Education</p> <p>Reflective education .</p> <p>Active Learning</p> <p>Effective Learning</p>	<p>Strategy</p>

10. Course Structure	

Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hours	The week
Achievement Test	Lecture	Mental Health	The student will learn about:	2 hours	1
Achievement Test	Lecture	Mental Health and the Adjustment Process	The student will learn about:	2 hours	2
Achievement Test	Lecture	Mental Health and Homosexuality	The student will learn about:	2 hours	3
Achievement Test	Lecture	Life as a process of compatibility	The student will learn about:	2 hours	4
Achievement Test	Lecture	Teenager and compatibility	The student will learn about:	2 hours	5
Achievement Test	Lecture	School Compatibility Issues	The student will learn about:	2 hours	6
Achievement Test	Lecture	Dynamic factors (frustration and conflict)	The student will learn about:	2 hours	7

Achievement Test	Lecture	Personality and mental health	The student will learn about:	2 hours	8
Achievement Test	Lecture	Methods of Compatibility Together	The student will learn about:	2 hours	9
Achievement Test	Lecture	Mental Health Standards	The student will learn about:	2 hours	10
Achievement Test	Lecture	Defensive Methods/ Introduction	The student will learn about:	2 hours	11
Achievement Test	Lecture	Emotional and unconscious	The student will learn about:	2 hours	12
Achievement Test	Lecture	Psychiatric and Mental Illness	The student will learn about:	2 hours	13
Achievement Test	Lecture	Mental illnesses and their symptoms	The student will learn about:	2 hours	14
Achievement Test	Lecture	Mental illness and its symptoms	The student will learn about:	2 hours	15

Achievement Test	Lecture	Cognitive disorders	The student will learn about:	2 hours	16
Achievement Test	Lecture	Thinking disorders	The student will learn about:	2 hours	17
Achievement Test	Lecture	Examples of mental illnesses	The student will learn about:	2 hours	18
Achievement Test	Lecture	Schizophrenia	The student will learn about:	2 hours	19
Achievement Test	Lecture	Mania and depression	The student will learn about:	2 hours	20
Achievement Test	Lecture	Mental and physical diseases	The student will learn about:	2 hours	21
Achievement Test	Lecture	Mental disorders	The student will learn about:	2 hours	22
Achievement Test	Lecture	Personality disorders	The student will learn about:	2 hours	23

Achievement Test	Lecture	Sexual deviations	The student will learn about:	2 hours	24
Achievement Test	Lecture	Addiction and drugs	The student will learn about:	2 hours	25
Achievement Test	Lecture	Suicide	The student will learn about:	2 hours	26
Achievement Test	Lecture	Disability Adjustment	The student will learn about:	2 hours	27
Achievement Test	Lecture	Psychotherapy	The student will learn about:	2 hours	28
Achievement Test	Lecture	Objectives	The student will learn about:	2 hours	29
Achievement Test	Lecture	Means	The student will learn about:	2 hours	30
Achievement Test	Lecture	Mental Health at School	The student will learn about:	2 hours	31

Achievement Test	Lecture	Mental Health and Curriculum	The student will learn about:	2 hours	32
-------------------------	----------------	-------------------------------------	--------------------------------------	---------	----

11. Course Assessment

The score of (100) is distributed according to the tasks assigned to the students such as (daily preparation, daily and monthly exams, and reports), and explanatory posters....etc.) then it is combined with the score of the final exam (end of the academic year), where the grade is divided into (25) first courses, (25) second courses, and (50) final exam scores.

12. Learning and Teaching Resources

Mental Health : Jamal Al-Alusi Mental Health as an Applied Science: Al-Jubouri Ali Mahmoud, Karim Fakhri Hilal	Required Textbooks (Methodology, if any)
Use of Patrols	Key Reference(s)
Mental Health Book: Prof. Samer Jamil Radwan	Recommended books and supporting references (scientific journals, reports...)

Topics in Mental Health : Dr. Farhan Al-Yasjeen	
Websites	Electronic References, Websites
- Assigning students to make reports and field researches to identify the most prevalent developments, developments, and psychological problems to include them in the course vocabulary.	13. Course Development Plan

1. Course Name: Economics of Education
2. Course Code: PEEc 436
3. Semester/Year: Annual
4- Date of preparation of this description: 16/9/2024
5. Available Forms of Attendance:
Classroom and Electronic Attendance
6. Number of study hours (total) / Number of units (total):
4 hours per week for 25 weeks for a total of 100 hours
7. Name of the course administrator (if more than one name is mentioned):
Eng. Mays Al-Reem Abdul Karim Dawood Salman Email maysseleem@coeduw.uobaghdad.edu.iq

8. Course Objectives

1. The student should be able to understand the meaning and importance of the economics of education.
- 2- To be able to apply economic methods to identify the productive efficiency of education.
- 3- Learn how to turn education into an investment process
4. Using methods of calculating the return from education and methods of financing education
5. Identify the causes of waste in education and ways to address them.
6. To be familiar with the concept of sustainable development and its goals and its relationship to the economies of education.

9. Teaching and Learning Strategies

- 1- Identify resources that fit the vocabulary and objectives of the course
- 2- Distribution of study assignments among students
- 3- Preparing a record of daily, quarterly and electronic grades for all students
- 4- Explaining the topic by the professor and the students who are in charge of preparing the topic
- 5- Conduct various tests to ensure the student's understanding

10. Course Structure

Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hours	The week
Answering questions through exams	Lecture and Discussion	The Concept of Education Economics and its Fields	The student learns to	8	

Achievement Test	Lecture and Discussion	Economic growth, economic development and sustainable development	The student learns to	8	(4)4-7
Achievement Test	Lecture and Discussion	Education costs and educational expenses	The student learns to	8	(4)8-11
Achievement Test	Lecture and Discussion	Education Revenues	The student learns to	8	(4)12-15
Achievement Test	Lecture and Discussion	Education Financing	The student learns to	4	(2)16-17
Achievement Test	Lecture and Discussion	Production Efficiency	The student learns to	4	(2)18-19
Achievement Test	Lecture and Discussion	Quantitative and qualitative efficiency	The student learns to	8	(4)20-23
Achievement Test	Lecture and Discussion	Factors Reducing the Productive Efficiency of Education	The student learns to	4	(2)24-25

Achievement Test	Lecture and Discussion	Methods of measuring the productive efficiency of the learner	The student learns to	4	(2)26-27
Achievement Test	Lecture and Discussion	Brain Drain	The student learns to	6	(3)28-30
Achievement Test	Lecture and Discussion	Quality in Education and the Sustainable Development Goals	The student learns to	4	(2)31-32

11. Course Evaluation

1. Distribute tasks out of 100 according to the tasks assigned to the student, such as daily preparation, daily exams, electronic assignments, and making reports and posters.
2. The annual degree of pursuit should be 50
3. The final exam score should be 50

12. Learning and Teaching Resources

Course Books/ No Course Book	1 Required Textbooks
Economics of Education: Al-Rashdan Abdullah Zahi, Dar Wael Amman, 2001	2 Main Reference(s)

Education and Economics of Education: Abu Samaha , Kamal 1993 Economics of Education and Planning: Hajji, Ahmed Ismail, 2004, Dar Al-Fikr Al-Arabi, Cairo.	
Journal of Educational and Psychological Sciences	Recommended Books and References (Scientific Journals , Reports ,....)
https://ktbby.com www.hnafs.com	b. Electronic references, websites...
13-Course Development Plan : Inclusion of the concept and goals of sustainable development in the curriculum vocabulary.	

1. Course Name
Measurement and Evaluation
2. Course Code
437PME
3. Semester/Year
Sunnah

4. Date of preparation of this description	
2024- 2025	
5. Available Forms of Attendance	
Physical and electronic	
6. Number of study hours (total) / Number of units (total)	
(30) Week with two hours per week / Number of Units (2)	
7. Course Administrator Name (if more than one name is mentioned)	
Name: Dr. Shaima Salah Hussein Email: shaimaa.salah@coeduw.uobaghdad.edu.iq	
8. Course Objectives	
<ul style="list-style-type: none"> • • • 	<p>The objectives of the study are to identify the importance of measurement and evaluation, how to make tests, and the use of statistical analysis of the paragraphs of the scales, as well as to identify the types of evaluation and the most important educational classifications, as well as to introduce female students to how to use the test map and how to set exam questions.Course</p>
9. Teaching and Learning Strategies	

Group Learning Self-paced learning Brainstorming Survey			Strategy		
10. Course Structure					
Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hours	The week
Achievement Test	Lecture	The Origin of Measurement	The student should be familiar with:	2	First week
Achievement Test	Lecture	Measurement Concepts (Measurement Assessment Test)	The student should be familiar with:	2	Second Week
Achievement Test	Lecture	Types of Aligners	The student should be familiar with:	2	Third Week
Achievement Test	Lecture	The Role of Measurement in the Educational Process	The student should be familiar with:	2	Fourth Week

Achievement Test	Lecture	Achievement Tests	The student should be familiar with:	2	Fifth week
Achievement Test	Lecture	Test Planning	The student should be familiar with:	2	Week Six
Achievement Test	Lecture	Setting behavioral goals	The student should be familiar with:	2	Seventh Week
Achievement Test	Lecture	Collections News	The student should be familiar with:	2	Week Eight
Achievement Test		First Exam		2	Ninth Week
Achievement Test	Lecture	Types of Collectivist Hijacking	The student should be familiar with:	2	Week 10
Achievement Test	Lecture	Specification Table	The student should be familiar with:	2	Week 11
Achievement Test	Lecture	Specification Table	The student should be familiar with:	2	Week 12

Achievement Test	Lecture	Statistical analysis of test items	The student should be familiar with:	2	thirteenth week
Achievement Test	Lecture	Difficulty and Ease Factor for Paragraphs	The student should be familiar with:	2	Week 14
Achievement Test	Lecture	Exam Paragraphs Discrimination Factor	The student should be familiar with:	2	Week 15
Achievement Test	Lecture	The Effectiveness of Alternatives to Test Items	The student should be familiar with:	2	Sixteenth Week
			Applications		Week 17
			Applications		Week 18
			Applications		Week 19
			Applications		Week 20
			Applications		Week 21
			Applications		Week 22
Achievement Test	Lecture	Reviews of previous topics	The student should be familiar with:	2	Week 23
Achievement Test	Lecture	Characteristics of a good test	The student should be	2	Week 24

			familiar with:		
Achievement Test	Lecture	Honesty	The student should be familiar with:	2	Week 25
Achievement Test	Lecture	Types of Honesty and its Uses	The student should be familiar with:	2	Week 26
Achievement Test	Lecture	constancy	The student should be familiar with:	2	Week 27
Achievement Test	Lecture	Methods of Stability	The student should be familiar with:	2	Week 28
Achievement Test	Lecture	Assessment Metrics	The student should be familiar with:	2	Week 29
Achievement Test		Second Exam		2	Week 30

11. Course Assessment

20. Distribute the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams. etc

Annual Pursuit Score of 50%

Final exam score of 50%

12. Learning and Teaching Resources

No	Required Textbooks (Methodology, if any)
Basics of Measurement and Evaluation / Sabah Al-Ajili: An Introduction to Educational Measurement and Evaluation /Sabah Al-Ajili	Key Reference(s)
Standards and Tests Magazines and all Arab and local websites	Recommended books and supporting references (scientific journals, reports...)
All Arabic and local websites	Electronic References, Websites

1. Course Title: Practical Education	
2. Course Code: 8 43PAP	
3. Semester / Year: Annual	
4. Date of preparation of this description 2024-2025	
16/09/ 2024	
5. Available Forms of Attendance: In-Person	
Academic year	
6. Number of Hours (Total) / Number of Units (Total):	
120 Hours	
7. Name of the course administrator (if more than one name is mentioned)	
Name: Assoc. Prof. Dr. Tamader Hamid Mahdi Al-Fayyad	
tamather.h@coeduw.uobaghdad.edu.iq	
8. Course Objectives	
	1. Preparing a generation of female teachers in the middle and middle school stages who have the ability to teach philosophy, psychology and sociology in these educational seminars
	2. Preparing teachers who are able to teach educational skills such as knowledge,

	understanding, application, assimilation, analysis, interpretation and evaluation
	3. Enabling students to rely on themselves in preparing the teaching plan
	4. The use of pedagogical and educational technologies to achieve the integration of methodological aspects and their inclusion as an essential part of education programs
	5. Seeking to acquire teaching skills from organizing the classroom, preparing the lesson plan, and using various teaching methods, methods, and strategies in teaching and learning.
9. Teaching and Learning Strategies	
1 Cooperative Education Individualized Education Peer Education Reflective education . Active Learning Effective Learning	Strategy

10. Course Structure					
Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hours	The week
Written Test and Daily Engagement	Teacher-student interaction And the hungry work	Discipline	Secondary School	4	1
Written Test and Daily Engagement	Teacher-student interaction	Lesson Plan	Secondary School	4	2
Written Test and Daily Engagement	And the hungry work	Lesson Plan	Secondary School	4	3
Written test	Teacher-student interaction	Classroom Management	Secondary School	4	4
Written Test and Daily Engagement	Teacher-student interaction	Technical teaching material	Secondary School	4	5
Written Test and Daily Engagement	And the hungry work	Reflective Teaching	Secondary School	4	6
Written test	Teacher-student interaction	Online lessons and creating a YouTube channel for teaching	Secondary School	4	7

Written Test and Daily Engagement	Presented by students	Micro teaching	Secondary School	4	8
Written Test and Daily Engagement	Presented by students	Micro teaching	Secondary School	4	9
Written test	Presented by students	Micro teaching	Secondary School	4	10
Written Test and Daily Engagement	Presented by students	Micro teaching	Secondary School	4	11
Written Test and Daily Engagement	Presented by students	Micro teaching	Secondary School	4	12
Written Test and Daily Engagement	Presented by students	Micro teaching	Secondary School	4	13
Written Test and Daily Engagement	Presented by students	Micro teaching	Secondary School	4	14
Oral Tests	Presented by students	Discipline	Secondary School	4	15
			Collective Application in Schools		15- 30

11. Course Evaluation

Chapter One

N	Assignment Grade	
1.	Create a virtual row	
2.	Creating a model teaching plan to be presented as a lesson for the subject in which the student is the school	
3.	Download a sample lesson in which the student overcomes the weaknesses while presenting in class in front of her classmates	
4.	Download the sample lesson plan after making adjustments to her plan to teach in front of her classmates	
	7	
5.	Setting up a virtual lesson, uploading it, and publishing it to the virtual classroom in which the student is the teacher	
6.	A self-evaluation report for its performance during the application period shall be submitted in the second semester and after the end of the application period.	
7.	Overall Degree	40
Application Period		
8.	Educational Supervisor	30
9.	Scientific Supervisor	20
10.	Principal's Evaluation	10
Total score 60		
Final total 100		
12. Learning and Teaching Resources		
No		Required Textbooks (Methodology, if any)

Crookes G. (2003). A practicum in TESOL professional development through teaching practice. Cambridge University Press Forum Magazine	Main References (Sources)
	Recommended books and supporting references (scientific journals, reports...)
Follow the educational channels for teaching philosophy, psychology and sociology on YouTube, as well as read the e-books related to this online.	Electronic References, Websites

1. Course Name:

Philosophy of Education	
2. Course Code:	
PEPh439	
3. Semester / Year: Annual	
Annual	
4. Date of this description	
1\9\2024	
5. Available Forms of Attendance:	
Physical and electronic	
6. Number of Hours (Total) / Number of Units (Total):	
90 hours per year. 3 hours per week	
7. Name of the course administrator (if more than one name is mentioned)	
<p style="text-align: right;">Name: Prof. Dr. Nisreen Jawad Sharqi</p> <p style="text-align: right;">nsreen_jwad_sharqee@coeduw.uobaghdad.edu.iq</p>	
8. Course Objectives	
	<ul style="list-style-type: none"> ● Providing students with the following concepts: ● Identify the theories of the philosophy of education

	<ul style="list-style-type: none">Knowing the optimal management style in dealing in the field of education				
9. Teaching and Learning Strategies					
Dialogue and Discussion Education Strategy Brainstorming Strategy					Strategy
10. Course Structure					
Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hours	The week
Weekly, monthly, daily, written and end-	Explaining the material through the lecture Theoretical	Introduction to Philosophy Education	The student will learn about an introduction to the philosophy of Education	3 hours	1 – 2
				3 hours	3 – 4

of-year exams.	Explaining the material through the lecture Theoretical	Topics or theories studied by philosophy	Philosophy of Education (Its meaning – its definition)		
		Careers of Philosophy of Education	Identify Philosophy Jobs	3 hour	5 – 6
	Explaining the material through the lecture Theoretical			3 hour	7 – 8
	Explaining the material through the lecture Theoretical	Ideal Education Philosophy The Perfect Teacher – The Perfect Student The Perfect Curriculum	Identify Educational Philosophies	3 hour	9 – 10
	Explaining the material through the lecture Theoretical	Idealistic Philosophy Flags	Identify Flags of Philosophy	3 hour	11 – 12
		Realistic Educational Philosophy The Realistic Teacher - The	Identify Realist philosophy		13 – 14

	Explaining the material through the lecture	Realistic Study - The Realistic Curriculum	Identify Realist philosophy		15 - 16
	Theoretical	Flags of Realist Philosophy	Learn about philosophy Pragmatism Identify Pragmatic		
		Pragmatic Educational Philosophy	Learn about the curriculum Pragmatic		17 - 18
		The Pragmatic Teacher and the Pragmatic Student	Identify Pragmatic Flags		19 - 20
		Pragmatic Approach	Learn about philosophy Existentialism		21 - 22
		Flags of Pragmatic Philosophy	Learn about philosophy Existentialism		23 - 24
			Identify		

		Existential Educational Philosophy	Application		25
		Existential Teacher - Existential Student	Identify Goals of Logic For education		26
		Flags of existential philosophy	Learn about the flag Positivist Philosophy		27
		Logical Positiv Educational Philosophy	Identify Theories Educational		28
		Goals of Logical Education Logical Teacher	Identify Islamic Education		29
		Teaching Logic Positivist Philosophy	Identify Properties Islamic Education		30

		<p>Educational Theories</p> <p>Contemporary Essential – Progressive-Innovative</p> <p>Islamic Educational Philosophy</p> <p>Characteristics and Fields of Islamic Education</p> <p>Muslim Philosophers</p>	<p>Identify Muslim philosophies</p>		
11. Course Evaluation					

The distribution is as follows: 25 marks for monthly and daily exams for the first semester. 25 marks for monthly and daily exams for the second semester. 50 marks for final exams

12. Learning and Teaching Resources

No	Required Textbooks (Methodology, if any)
Philosophy of Education by Miqdad Ism Al-Dabbagh	Main References (Sources)
	Recommended books and supporting references (scientific journals, reports...)
	Electronic References, Websites

1. Course Name
Special Education
2. Course Code SE440
Fourth Stage
3. Semester/Year
2024-2025
4. Date of preparation of this description
16/9/2024
5. Available Forms of Attendance
Came
6. Number of Study Hours (Total) / 50 Hours Number of Units (Total) 50 Units
50 hours.
7. Course Administrator Name (if more than one name is mentioned)

Assoc. Prof. Dr. Zainab Naji Ali	
Name: Zainab Naji Ali Email: zainab.n@coeduw.uobaghdadedu.iq	
8. Course Objectives: <ol style="list-style-type: none"> 1. Identify the psychology of unusual individuals 2. Identify the characteristics of each category of them 3. Knowing how to deal with them in different fields of life 4. Comparing them with ordinary individuals in various respects 5. The importance of female students' knowledge of diagnosis and early intervention 	
<ul style="list-style-type: none"> • Giving students a comprehensive idea of how to deal with these groups in the field • Developing rehabilitation plans and programs for them • The importance of female students knowing the role of these individuals within society and avoiding an inferior view of them 	Course Objectives
9. Teaching and Learning Strategies	
	Strategy

10. Course Structure					
Evaluation Method	Learning Method	Name of Unit or Topic	Required Learning Outcomes	Hours	The week
Oral questions Written Exams	Theoretical presentation and clarification on the board	A brief history of psychopsychology	Enabling the student to successfully deal with the members of this category	Two hours	The first
		Explaining Disability from the Perspective of Psychological Theories		Two hours	Second
		Psychology of Unusual Individuals			Third
		Compatibility of Properties			Fourth
		Mentally superior			V
		Superior and mentally			

		Mentally retarded			Sixth
		Mentally retarded			Seventh
		Hearing impairment			Eighth
		Hearing impairment			Ninth
		Visual impairment			X
		Visual impairment			Eleventh
		Slow Learning and Difficulties			Twelfth
		Physical Disability			Thirteenth
		The Culturally Disadvantaged			Fourteenth
		Behavioral and Emotional Disorders			Fifteenth

					Twenty fourth
					Twenty fifth
					Twenty sixth
					twenty seventh
					Twenty eighth
					Twenty- ninth
					Xxx

11. Course Assessment	
Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports... etc	
12. Learning and Teaching Resources	
Binding Psychology from Several Sources	Required Textbooks (Methodology, if any)
<p>Al-Yasiri, Hussein Nouri (1988): Psychology of Characteristics</p> <p>Al-Roussan, Farouk (2010): Psychic Meal for Unusual Children, Introduction to Special Education</p> <p>Al-Atrou Ni, Amal Mohamed (2019): Mental Health in the Light of Some Demographic Variables in a Sample of Pygmies of</p>	Key Reference(s)

<p>Determination, Journal of Scientific Research in Education.</p> <p>Foul, Ahmed (2022): A to Z.</p> <p>Clough, Joan (2013): Allergies, Riyadh Translated by Aboud Mubarak</p>	
	Recommended books and supporting references (scientific journals, reports...)
	Electronic References, Websites

1. Course Name: General English/Fourth Stage
2. Course Code: PEL442
3-Semester / Year : 2024-2025
4.Date of preparation of this description :6 1/9/2024
5. Available Forms of Attendance: Class Attendance
6. Number of study hours (total) / Number of units (total): (4) hours per week with a total of (100) hours.
7. Name of the course administrator (if more than one name is mentioned):
Name: Assoc. Prof. Dr. Sawsan Saud Email:
sawsan.s@coeduw.uobaghdad.edu.iq
14. Course Objectives

1- Providing knowledge and concepts related to the main functions of each organization such as planning, organizing, leading and supervising students. 2- Graduates are able to work at all levels of management in commodity or service organizations. 3- Graduates have the ability to plan, organize, lead, and control at any level of management in organizations.	Course Objectives
---	-------------------

15. Education Strategies

1. Identify the sources that suit the vocabulary and objectives of the course. 2. Distribution of study tasks among students. 3. Preparing a record of grades, whether daily or monthly, for all students. 4. Explaining each topic by the professor and the students in charge of preparing the topic. 5. Conduct daily tests to identify the extent of students' understanding of the topics. 6. Evaluating students continuously through participation in topics. - Conducting monthly tests.	Strategy
--	----------

10- Course structure

NewHeadway plus (upper intermediat) student book Course Name:

Participation and daily written tests	Lecture	Unit one :The place like no home	Definition, clarification and clarification of new concepts	1 hour	First week
	=	Unit one :The place like no home	View different templates from the textbook	1	Second

Participation and daily written tests	==	Unit two:Been there , done that	<p>- Apply the terms that have been absorbed into everyday life situations</p> <p>- The student learns about the daily and life habits and situations of native language users.</p>	1	Third
Participation and daily written tests	==	Unit two:Been there , done that	<p>The student demonstrates his ability to use language to express the various everyday situations he or she is going through</p> <p>–The student speaks fluently and correctly in English</p>	1	Fourth
Individual Performance Assessment - Evaluation of group performance - Oral exam - Testing the student's proficiency in the four levels of language	===	Unit three:What a story	<p>Create situations of imagination and create a conversation about those situations</p> <p>- Selection, discussion, and opinion on specific topics to promote the correct use of the language</p>	1	V

<p>Individual Performance Assessment</p> <ul style="list-style-type: none"> - Evaluation of group performance - Oral exam - Test the student's proficiency in the four levels of the language 	=====	Unit three: What a story	<p>See different sample conversations found in the textbook and external resources</p> <ul style="list-style-type: none"> - Understand the correct use of everyday terms in certain situations 	1	Sixth
<p>Individual Performance Assessment</p> <ul style="list-style-type: none"> - Evaluation of group performance - Oral exam - Test the student's proficiency in the four levels of the language 	=====	Unit four: nothing but the truth	<ul style="list-style-type: none"> - The student demonstrates his ability to use language to express the various daily situations he experiences smoothly - The student speaks fluently and correctly in English - Creating situations that are a figment of the imagination and forming a conversation about those situations - Selection, discussion, and opinion on specific topics to promote the correct use of the language 	1	Seventh

<p>Individual Performance Assessment</p> <ul style="list-style-type: none"> - Evaluation of group performance - Oral exam <ul style="list-style-type: none"> - Test the student's proficiency in the four levels of the language 	=====	Unit five :An eye to the future	<p>Apply terminology that has been absorbed into everyday life situations</p> <ul style="list-style-type: none"> - The student learns about the daily and life habits and situations of native language users. - The student demonstrates his ability to use language to express the various daily situations he experiences smoothly 	1	Eighth
<p>Individual Performance Assessment</p> <ul style="list-style-type: none"> - Evaluation of group performance - Oral exam <ul style="list-style-type: none"> - Test the student's proficiency in the four levels of the language 	=====	Unit six : making it big	<ul style="list-style-type: none"> - The student demonstrates his ability to use language to express the various daily situations he experiences smoothly -The student speaks fluently and correctly in English - Creating situations that are a figment of the imagination and forming a conversation about those situations - Selection, discussion, and opinion on specific topics to promote the correct use of the language 	1	Ninth Week

<ul style="list-style-type: none"> - Evaluation of group performance - Oral exam - Test the student's proficiency in the four levels of the language 	=====	Unit seven : Getting on together	Listen to and practice conversation in the lab with native speakers <ul style="list-style-type: none"> - Learn the quick and correct pronunciation of sentences - Individual work, teamwork, and dual work in speaking, discussion, and expressing an opinion 	1	X
Yum Individual Performance <ul style="list-style-type: none"> - Evaluation of group performance - Oral exam - Test the student's proficiency in the four levels of the language 	=====	Unit eight: going to extremes	The student speaks fluently and correctly in English <ul style="list-style-type: none"> - Creating situations that are a figment of the imagination and forming a conversation about those situations - Selection, discussion, and opinion on specific topics to promote the correct use of the language 	1	Eleventh
Collective Performance Evaluation <ul style="list-style-type: none"> - Oral exam - Testing the student's proficiency in the four levels of language 	=====	Unit nine :things ain't what they used to be	The student speaks fluently and correctly in English <ul style="list-style-type: none"> - Creating situations that are a figment of the imagination and forming a conversation about those situations - Selection, discussion, and opinion on specific topics to promote the correct use of the language 	1	Twelfth

Required Textbooks Headway Plus					
Distribution of the score out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams.... etc Annual Pursuit Score of 50% Final exam score of 50%					
13. Course Development Plan					
<div> <div>3. Course Development Plan</div> <div> Treating some students with poor performance and not participating by increasing the activities by asking them to write reports about some information in English </div> </div>					

