

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



# **Academic Program and Course Description**

**2025**

### Academic Program Description Form

University Name: Baghdad

Faculty/Institute: College of Education for Women

Scientific Department: Kindergarten

Academic or Professional Program Name: Bachelor of Kindergarten

Final Certificate Name: Bachelor of Kindergarten

Academic System: annual

Description Preparation Date:

File Completion Date: 2024/2025

Signature:

Head of Department Name:

Asst. Prof. Dr. Raghad Shakeep Rasheed

Date:

Signature:

Scientific Associate Name: Prof.

Dr. Enaam Daowd Saloum

Date:

The file is checked by: Asst. Prof. Nadia Hussein Mankhi

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

Asst. Prof. Dr. Athmar Shaker Majeed Al Shatri

## **Approval of the Dean**

### **1. Program Vision**

The college seeks to graduate academically and pedagogically qualified female teachers and to create an educational generation capable of building and reforming society in socially acceptable scientific and educational fields. It seeks to prepare female teachers capable of assuming responsibility through various scientific and technical means and methods.

### **2. Program Mission**

Preparing female students in line with scientific and technical progress, and preparing qualified cadres who possess specialized and professional competencies, continuous development competencies, and community service competencies to work in the stages of higher education.

### **3. Program Objectives**

General objectives of the kindergarten department:

- 1– Preparing and qualifying female teachers specialized in education and teaching children in the kindergarten stage
- 2– Innovating and developing constructive educational programs to create a happy childhood
- 3– Preparing scientific, preventive, developmental, and therapeutic educational programs for children's physical, psychological, social, mental, and physical development.
- 4– Preparing professors specialized in the field of childhood in its various dimensions who hold master's and doctorate degrees

- 5– Preparing development, educational and professional courses for those working in the field of children.
- 6– Scientific and educational supervision of kindergartens within the department’s curricula.
- 7– One of his future goals is to expand the department to the Kindergarten College.
- 8– Training female students in scientific research and useful innovation.
- 9– Developing female students’ abilities and skills to raise the level of performance and contribute to useful development
- 10– Accustoming female students to planning, organizing, and self-sufficiency

#### 4. Program Accreditation

We currently do not have an accredited program

#### 5. Other external influences

Field visits to Riyadh, fourth-year students’ applications, graduation research, seminars, and workshops.

#### 6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements				
College Requirements				
Department Requirements	46	206		
Summer Training	1	6		
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
2024/2023			theoretical	practical
<b>The first stage</b>	101ksoc	<b>Socialization of child</b>	2	2
	102khdh	<b>History of the development of kindergarten</b>	2	
	103khrd	<b>Human right &amp; democratic</b>	2	
	104kcs	<b>Computer Science</b>	1 k/vd	
	105kal	<b>Arabic language</b>	2	
	106khh	<b>Human biology</b>	2	2
	107kcp	<b>General psychology</b>	2	
	108kel	<b>English language</b>	1	
	109kfe	<b>Foundations of Education</b>	2	
	110kep	<b>Educational Psychology</b>	2	
<b>The second stage</b>	211kPE	<b>Physical education</b>	2	2
	212kpp	<b>Play psychology</b>	2	2
	213kcl	<b>Child literature</b>	2	
	214kcli	<b>Child Language development</b>	2	
	215kcp	<b>Child psychology</b>	2	
	216kchf	<b>Child health &amp; first aids</b>	2	2
	217kEL	<b>English language</b>		
	218kCS	<b>Computer</b>	1	

		<b>Science</b>		
		<b>Arabic language</b>	2	
	219K GP	<b>Growth Psychology</b>	2	
	220KMTE	<b>Motor Education</b>	<b>Complete</b>	
	221 KTA	<b>Textbook Approach</b>	2	
	222 KTA	<b>Secondary Education</b>	2	
<b>The third stage</b>	323kPTET	<b>Pedagogical Techniques and Educational technology</b>	2	2
	324kTM	<b>Teaching Methods</b>	1	2
	325 kSKC	<b>Studies in kindergarten Curricula</b>	2	2
	326 kDTIC	<b>Doll and toys Industry Children</b>	2	2
	327 kEDS	<b>Educational Statistics</b>	2	
	328 KEE	<b>Educational of environment</b>	2	
	329 KEP	<b>Educational psychology</b>	2	
	330 KCP	<b>Child Physiology</b>	2	
	331 KCPH	<b>Child psychological health</b>	2	
	332 KERM	<b>Educational Research Methods</b>	2	2
	333 KPGE	<b>Psychological Guidance and Educational G</b>	2	
	334 KEL	<b>English language</b>	1	
<b>The fourth</b>	435 kRCSB	<b>Raisings Child, Special Breeding</b>	2	
	436 kAP	<b>Application, Practical</b>	2	2

	437 kcem	<b>Child evaluation and measurement</b>	2	2
	438 kPCKC	<b>Psychological counseling for Kindergarten Children</b>	2	2
	439 krp	<b>Research Projects</b>	1	
	440 kcn	<b>Child nutrition</b>	2	2
	441 kAES	<b>Administration and Education Supervision</b>	2	
	442 kfmc	<b>Foundation of music for child</b>	2	2
	443kfoa	<b>Foundation of arted</b>	2	2
	444 KEL	<b>English language</b>	1	

## 8. Expected learning outcomes of the program

<b>Knowledge</b>	
Learning Outcomes 1	1– That the student gets to know the objectives of the department (kindergarten) 2–The student should know the principles and foundations of the department 3– To realize the value of educational achievements with children 4– To understand the meaning of responsibility towards the child, the mother, and society 5–The student should know multiple topics related to educational and psychological lessons
<b>Skills</b>	
	1– Doing artistic work 2– Creativity skills in creating educational tools 3– Creative skills in confronting society 4–Developing students' hobbies and creating productive projects 5–Motivating creative people to innovate and create
Learning Outcomes 3	1– Preparing the contract

	2–Cultural preparation 3– Different and diverse recruitment 4–Applications
<b>Ethics</b>	
	1– Asking questions 2–Feedback 3– Preparing female students on values emanating from the university community 4–Developing the aesthetic spirit and the ability to make the perfect choice

## 9. Teaching and Learning Strategies

- 1 – The lecture
- 2– Trips and visits
- 3– Discussion and dialogue
- 4– Laboratory experiments
- 5– Theoretical exams
- 6–Practical tests
- 7– Analysis and interpretation

## 10. Evaluation methods

Exams, questions and answers, experiences, homework, theory tests, reports, and research papers Explanation and clarification, seminars.

## 11. Faculty

### Faculty Members



Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Ass. Prof.	Kindergarten	Kindergarten			11	
Ass. Prof.	Kindergarten	Educational psychology			2	
Prof. Dr.	Kindergarten	Educational psychology			1	
Lec.	Kindergarten	Kindergarten			3	
Prof. Dr.	Kindergarten	General psychology			1	
Prof. Dr.	Educational psychology	Personality and mental health			1	
Prof. Dr.	Kindergarten	Kindergarten			2	
Prof. Dr.	Kindergarten	Kindergarten/ Educational psychology			1	
Prof. Dr.	Kindergarten	Psychological guidance and educational guidance			1	
Ass.Lec	Kindergarten	Kindergarten			4	
Lec.phd	Kindergarten	Kindergarten			1	

<b>Professional Development</b>
<b>Mentoring new faculty members</b>
Teachers' entry into the updated teaching methods course towards blended learning, the teaching validity course, the TOT trainer's preparation course, and the academic capacity and skills building course for new recruits with advanced degrees.
<b>Professional development of faculty members</b>

Professors enter special workshops for teaching skills, and courses to develop scientific research, learn about modern teaching methods and their use, and use new means of presentation such as data shows and the smart board.

#### **12. Acceptance Criterion**

**The academic average meets the college standards according to its objectives**  
**Personal interview, safety from any psychological and physical disabilities**  
**Approving the conditions for central admission and direct admission for female vocational students in accordance with the Ministry and College regulations**

#### **13. The most important sources of information about the program**

Curriculum

Government and private kindergartens

Civil society organizations

Libraries and Internet unit

The academic competencies of the department's professors and the availability of academic titles in all department specializations.

Classrooms equipped with the latest electronic educational technologies.

The surrounding environment

#### **14. Program Development Plan**

Re-opening the doctorate degree in the department

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
The first stage	101ksoc	Socialization of child	Basic	√	√	√	√	√	√	√		√	√	√	√
	102kh dk	History of the development of kindergarten	Basic	√	√	√	√	√	√	√		√	√	√	√
	103khrd	Human right & democratic	Basic	√	√	√	√	√	√	√		√	√	√	√

104kcs	<b>Computer Science</b>	Basic	√	√	√	√	√	√	√	√		√	√	√	√
105kal	<b>Arabic language</b>	Basic	√	√	√	√	√	√	√	√		√	√	√	√
106khh	<b>Human biology</b>	Basic	√	√	√	√	√	√	√	√		√	√	√	√
107kgy	<b>General psychology</b>	Basic	√	√	√	√	√	√	√	√		√	√	√	√
108kel	<b>English language</b>	Basic	√	√	√	√	√	√	√	√		√	√	√	√
109kfe	<b>Foundations of Education</b>	Basic	√	√	√	√	√	√	√	√		√	√	√	√
110kep	<b>Educational Psychology</b>	Basic	√	√	√	√	√	√	√	√		√	√	√	√

The second stage	211kPE	Physical education	Basic	√	√	√	√	√	√	√		√	√	√	√
	212kpp	Play psychology.	Basic	√	√	√	√	√	√	√		√	√	√	√
	213kcl	Child literature	Basic	√	√	√	√	√	√	√		√	√	√	√
	214kcli	Child Language development	Basic	√	√	√	√	√	√	√		√	√	√	√
	215kcp	Child psychology	Basic	√	√	√	√	√	√	√		√	√	√	√
	216kchf	Child health & first aids	Basic	√	√	√	√	√	√	√		√	√	√	√
	217 kEL	English language	Basic	√	√	√	√	√	√	√		√	√	√	√
	218kCS	E Computer Science	Basic	√	√	√	√	√	√	√		√	√	√	√

	219K GP	Growth Psychology	Basic	√	√	√	√	√	√	√		√	√	√	√
	220KMTE	Motor Education	Basic	√	√	√	√	√	√	√		√	√	√	√
	221 KTA	Textbook Approach	Basic	√	√	√	√	√	√	√		√	√	√	√
	222 KSE	Secondary Education	Basic	√	√	√	√	√	√	√		√	√	√	√
The third stage	323kPTET	Pedagogical Techniques and Educational technology	Basic	√	√	√	√	√	√	√		√	√	√	√
	324kTM	Teaching	Basic	√	√	√	√	√	√	√		√	√	√	√

		Methods													
	325 kSKC	Studies in kindergarten Curricula	Basic	√	√	√	√	√	√	√		√	√	√	√
	326 kDTIC	Doll and toys Industry Children	Basic	√	√	√	√	√	√	√		√	√	√	√
	327 kEDS	Education al Statistics	Basic	√	√	√	√	√	√	√		√	√	√	√
	328 KEE	Education al of environme nt	Basic	√	√	√	√	√	√	√		√	√	√	√
	329 KEP	Education al	Basic	√	√	√	√	√	√	√		√	√	√	√

		psychology													
	330 KCP	Child Physiology	Basic	√	√	√	√	√	√	√		√	√	√	√
	331 KCPH	Child psychological health	Basic	√	√	√	√	√	√	√		√	√	√	√
	332 KERM	Educational search method	Basic	√	√	√	√	√	√	√		√	√	√	√
	333 KPGE	Psychological Guidance and Educational G	Basic	√	√	√	√	√	√	√		√	√	√	√
	334 KEL	English language	Basic	√	√	√	√	√	√	√		√	√	√	√



The fourth stage	435 kRCSB	Raisings Child, Special Breeding	Basic	√	√	√	√	√	√	√		√	√	√	√
	436 kAP	Application , Practical	Basic	√	√	√	√	√	√	√		√	√	√	√
	437 kcem	Child evaluation and measurem ent	Basic	√	√	√	√	√	√	√		√	√	√	√
	438 kPCKC	Psychologi cal counseling for Kindergart en Children	Basic	√	√	√	√	√	√	√		√	√	√	√
	439 krp	Research Projects	Basic	√	√	√	√	√	√	√		√	√	√	√

	440 kcn	Child nutrition	Basic	√	√	√	√	√	√	√		√	√	√	√
	441 kAES	Administration and Education Supervision	Basic	√	√	√	√	√	√	√		√	√	√	√
	442 kfmc	Foundation of music	Basic	√	√	√	√	√	√	√		√	√	√	√
	443kfoa	Foundation of arted	Basic	√	√	√	√	√	√	√		√	√	√	√
	444 KEL	English language	Basic	√	√	√	√	√	√	√		√	√	√	√

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

# Course Description Form

## Course Description Form

1. Course Name					
Human biology					
2. Course Code					
106kHB					
3. Semester/year					
annual					
4. Date this description was prepared					
2024/10/20					
5. Available attendance forms					
daily					
6. Number of study hours (total)/number of units (total)					
32/32					
7. Name of the course administrator (if more than one name is mentioned)					
:Name: <a href="#">Hala Abdel Wahed Najm Abdullah Samili</a> EmailHalaabdalwahd@coeduw.uobaghdad.edu.iq					
8. objectives Course					
<p>Familiarity with the basic biological concepts of the other stages</p> <p>Interest in studying human beings in general and_ childhood in particular</p> <p>,Familiarity with the biology of growth, behavior_ and health</p> <p>To overcome, as much as possible, the biological_ problems affecting humans in order to continue their survival</p>			<p><b>Objectives of the study subject</b></p>		
9. Teaching and learning strategies					
<p>Lecture, practical application- discussion sessions- feedback</p> <p>Open scientific discussion and dialogue</p>					<p><b>The strategy</b></p>
10. Course structure					
<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of the unit or topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>

the exams	lecture	An introduction to the science of ,biology, its branches and the distinctive characteristics of living organisms	Cells and their shapes	4	1
the exams	lecture	Chemistry of living matter and the basic and secondary elements in the body	Cell contents in the cytoplasm and nucleus and their functions	4	2
the exams	lecture	The cell and its contents	:Cell divisions indirect mitosis and its phases no	4	3
the exams	lecture	,Cell shapes, sizes and divisions	Meiosis and its phases	4	4
the exams	lecture	All kinds of tissues	Simple epithelial tissues and stratified connective tissues	4	5
the exams	lecture	Digestion and digestive system	Muscle and nervous tissue	4	6
the exams	lecture	First exam	First practical exam	4	7
the exams	lecture	Practical applications	Practical applications	4	8
the exams	lecture	Transport	Digestive	4	9
the exams	lecture	,Blood types, liver and physical balance	Villi, enzymes and vitamins	4	10
the exams	lecture	Glands and hormones	Glands and their types	4	11
the exams	lecture	Fertilization and fetal growth	The phenomenon of ,diffusion, osmosis contraction and effective transport	4	12
the exams	lecture	Sexual behavior and childbirth	Pancreas, liver and endocrine glands	4	13
the exams	lecture	Second exam	Second exam	4	14
the exams	lecture	Family organization and childbirth	,sperm, eggs, ovaries and uterus	4	15

the exams	lecture	The environment, its components and elements	Fertilization and embryo development	4	16
the exams	lecture	Environmental pollution and its dangers	The impact of pollution on the health of the mother and child	4	17
the exams	lecture	Environmental pollution of all kinds in Iraq	Tests for pregnancy in urine and tests for diabetes in urine	4	18
the exams	lecture	Behavior and its types	Pollution and its dangers	4	19
the exams	lecture	Human and public health	Endurance limits and laws: Minimum Law (Lipeck's Law)	4	20
the exams	lecture	Child health and care	Shelford's law of endurance	4	21
the exams	lecture	The brain and its convolutions	The brain and its convolutions	4	22
the exams	lecture	,Environment heredity and genes	Specialized areas in the brain	4	23
the exams	lecture	Some genetic and environmental diseases	Ways to prevent environmental diseases	4	24
the exams	lecture	the environment	the environment	4	25
the exams	lecture	the environment	the environment	4	26
the exams	lecture	The brain and its convolutions	The brain and its convolutions	4	27
the exams	lecture	Child health and care	Child health	4	28
the exams	lecture	Regulation of reproduction	Regulation of reproduction	4	29
the exams	lecture	Organizing childbirth in the family	Regulation of reproduction	4	30
the exams	lecture	Human general health	Human general health	4	31
the exams	lecture	Exam	Exam	4	32

#### 11. Course evaluation

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

12. Learning and teaching resources	
<b>Methodical book</b> As well as lectures from external sources	Required textbooks (methodology, if any)
	Main references (sources)
the library	Recommended supporting books and references (scientific journals, reports....)
Internet sites	Electronic references, Internet sites

Course Name .1
History of the development of kindergartens
Course Code .2
102kHDK
Semester/ year .3
annual
Date this description was prepared .4
2024/10/20
A. Available attendance forms .5
daily
Number of study hours (total)/number of units (total) .6
/32
Name of the course administrator (if more than one name is mentioned) .7
Name : M. Dr . Altruism Victor Shaalan ethar.muntasser@coeduw.uobaghdad.edu.iq : The email
Course objectives .8

Teaching female students develops interest in childhood and methods of raising it, especially in the kindergarten stage in some human societies	<b>Objectives of the study subject</b>	
Teaching and learning strategies .9		
the exams Method of discussion and dialogue Provide monthly reports	<b>The strategies</b>	
Course structure .10		
<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of the unit or topic</b>
		<b>Required learning outcomes</b>
	<b>hours</b>	<b>the week</b>

the exams	lecture	Give vocabulary and an overview of the material		2	1	
the exams	lecture	Raising a child – its – importance reasons for studying it	Learn how to raise a child	2	2	
the exams	lecture	=	Learn how to raise a child	2	3	
the exams	lecture	=	Learn how to raise a child	2	4	
the exams	lecture	The importance of studying the history of the development of kindergartens and its development in educational thought	Recognizing the importance of studying the history of evolution	2	5	
the exams	lecture	=	Recognizing the importance of studying the history of evolution	2	6	
the exams	lecture	The role of education in the early development of human childhood	Learn about the role of education	2	7	
the exams	lecture	=	Learn about the role of education	2	8	
the exams	lecture	Education, its ,concepts development, and its importance in the life of nations and societies	Learn about education concepts	2	9	
the exams	lecture	=	Learn about education concepts	2	10	

the exams	lecture	=	Learn about education concepts	2	1
the exams	lecture	Raising a child in ancient human societies	Learn about raising children in the past	2	12
the exams	lecture	Raising a child in Mesopotamia	Learn about raising children in the past	2	13
the exams	lecture	First semester exam		2	14
the exams	lecture	Half year holiday		2	15
the exams	lecture	=		2	15
the exams	lecture	Child raising in ancient Chinese society	Learn about raising children in the past	2	17
the exams	lecture	Raising a child in the Nile Valley	Learn about raising children in the past	2	18
the exams	lecture	Raising a child in Greece (Greeks)	Learn about raising children in the past	2	19
the exams	lecture	Childhood in Roman society	Learn about raising children in the past	2	20
the exams	lecture	Childhood in Christian education in the Middle Ages in Europe	Learn about raising children in the past	2	21
the exams	lecture	=	Learn about raising children in the past	2	22
the exams	lecture	=	Learn about raising children in the past	2	23
the exams	lecture	Raising a child in Arab-Islamic education, which is represented in the childhood of the Prophet Muhammad, may God bless him and his family and grant them peace, from his birth until his .death	Learn about raising children in the past	2	24



the exams	lecture	=	Learn about raising children in the past	2	25
the exams	lecture	=	Learn about raising children in the past	2	25
the exams	lecture	Arab and Muslim philosophers	Learn about raising children in the past	2	27
the exams	lecture	=	Learn about raising children in the past	2	28
the exams	lecture	=	Learn about raising children in the past	2	29
the exams	lecture	=	Learn about raising children in the past	2	30
the exams	lecture	=	Learn about raising children in the past	2	31
the exams	lecture	Second semester exam		2	32
Course evaluation					11
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc					
Learning and teaching resources					12
<b>A systematic book on the history of kindergarten development</b> As well as lectures from external sources			Required textbooks (methodology, if any)		
the library			Main references (sources)		
			Recommended supporting books and references (scientific journals, reports....)		
			Electronic references, Internet sites		

1. Teaching Institution	College of Education for Women University of Baghdad
2. University Department/Centre	Department of Kindergarten
3. Course title/code	Arabic language subject AL 103

4. Modes of Attendance offered	Lectures in class
5. Semester/Year	First semester/year 2023-2024
6. Number of hours tuition (total)	weeks, two hours per week. 30
7. Date of production/revision of this specification	<b><u>2023/10/17</u></b>
8. Aims of the Course	
This course aims to study the basic concepts of the Arabic language (the sentence and its types, grammatical marks, dictation, Arabic poetry), and how these concepts form the hierarchy of more complex concepts.	

### 9. Learning Outcomes, Teaching ,Learning and Assessment Methode

#### B. The skills goals special to the course.

B1 - Choosing the appropriate tests and determining the appropriate method for conducting them.

B2 - Choosing the appropriate texts for the application and the method necessary for them.

#### Teaching and Learning Methods

Education: Providing printed lectures from modern and diverse sources.

Education: Asking some questions and finding appropriate solutions.

Learning: Involve all students with direct questions to attract everyone's attention.

Learning: Each specific group applies specific texts to strengthen everyone's linguistic integrity.

#### Assessment methods

Oral exams.

Asking sudden and overlapping questions with an explanation of the material.

Monthly and quarterly tests

### C. Affective and value goals

C1- Asking exceptional oral questions that require exceptional answers so that the students can compete and compete to solve them.

C2- Assigning students to search for solutions to questions posed in the hall by answering them by searching a variety of different sources.

### Teaching and Learning Methods

Discussions raised during the lecture and involving the largest number of female students to be discussed in a scientific and objective manner.

### Assessment methods

Oral exams.

Asking sudden and overlapping questions with an explanation of the material.

Monthly and quarterly tests

### D. General and rehabilitative transferred skills (other skills relevant to employability and personal development)

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

D1- Extensive knowledge of the basic concepts and main vocabulary of the Arabic language.

D2- How to deal with different texts and apply them.

D3- The student's ability and ability to extract what is asked of her from various texts.

D4- The ability to use the Arabic dictionary to extract difficult and unclear words.

10. Course Structure					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	2	Language and grammar	Phrasal verbs (verbs(	the blackboard	A written test
2	2	Texts	Poetry (Elijah Abu Madi(	the blackboard	A written test
3	2	Texts	oral test		A written test
4	2	The Holy Quran	The subject and the passive subject	the blackboard	A written test
5	2	Language and grammar	Effects	the blackboard	A written test
6	2	Dictation	Dhaad and Dhaa	the blackboard	A written test
7	2	Language and grammar	Nominal sentence (subject and predicate(	the blackboard	A written test
8	2		fang		A written test
9	2	Language and grammar	Writing the open and linked ta'	the blackboard	A written test
10	2	Dictation	object punctuation marks	the blackboard	A written test
11	2	Language and grammar	Kan and her sisters, and Ann and her sisters	the blackboard	A written test
12	2	Language and grammar	Poet Muhammad Mahdi Al-Jawahiri	the blackboard	A written test
13	2	Language and grammar	the number	the blackboard	A written test
14	2	a test	Editorial		A written test
15	2	review	Review the article		

11. Infrastructure	
1. Books Required reading:	The Holy Qur'an, Arabic grammar books, Arabic literature books, prose books, dictation books.
2. Main references (sources)	Arabic grammar books, Arabic literature books

A- Recommended books and references (scientific journals, reports...).	The book of explanation of Ibn Aqeel and the book of adequate grammar
B-Electronic references, Internet sites...	The Internet and periodicals

12. The development of the curriculum plan
Developing the curriculum by updating it and updating the sources

Course Name .1	
General psychology	
Course Code .2	
107KGP	
Semester/ year .3	
annual	
Date this description was prepared .4	
2024/10/20	
A. Available attendance forms .5	
daily	
Number of study hours (total)/number of units (total) .6	
32/32	
Name of the course administrator (if more than one name is mentioned) .7	
Name: A.M.D <a href="#">Samar Ghani Hussein Aliwi Al-Hamdani</a> <a href="mailto:Samar@coeduw.uobaghdad.edu.iq">Samar@coeduw.uobaghdad.edu.iq</a> : Email	
Course objectives .8	
<b>Clarifying the general and basic principles of general . psychology</b>  •	<b>Objectives of the study subject</b>
Teaching and learning strategies .9	
Lecture, practical application- storming Mental- Nutrition The return	<b>The strategy</b>

Discussion And dialogue Scientific Open					
Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
the exams	lecture	Vocabulary distribution		2	1
the exams	lecture	Definition of psychology	General definition	2	2
the exams	lecture	Psychology in Islamic heritage	Learn about psychology in Islam	2	3
the exams	lecture	Psychology schools	Get to know the schools	2	4
the exams	lecture	Supplementary explanation of schools of psychology	Get to know the schools	2	5
the exams	lecture	Branches of psychology	Identify the branches	2	6
the exams	lecture	Genetics and environment	Understand the meaning of genetics	2	7
the exams	lecture	Motives	Identify motivations	2	8
the exams	lecture	Exam		2	9
the exams	lecture	Types of motives	Identify the types of motivation	2	10
the exams	lecture	Emotions	Recognizing emotions	2	11
the exams	lecture	Continuation of the topic of emotions	Recognizing emotions	2	12
the exams	lecture	Half year holiday		2	13
the exams	lecture	Half year holiday		2	14
the exams	lecture	Attention	Recognizing attention	2	15
the exams	lecture	perception	Learn about perception	2	16
the exams	lecture	Exam		2	17

the exams	lecture	Remembering and forgetting	Recognize remembering	2	18
the exams	lecture	Complementary remembering and forgetting	Recognize remembering	2	19
the exams	lecture	Learning theories	Learn about learning theories	2	20
the exams	lecture	Learning theories	Learn about learning theories	2	21
the exams	lecture	Learning theories	Learn about learning theories	2	22
the exams	lecture	Learning theories	Learn about learning theories	2	23
the exams	lecture	Learning theories	Learn about learning theories	2	24
the exams	lecture	Learning theories	Learn about learning theories	2	25
the exams	lecture	Learning theories	Learn about learning theories	2	26
the exams	lecture	Exam		2	27
the exams	lecture	Personality theories	Learn about personality theories	2	28
the exams	lecture	Personality theories	=	2	29
the exams	lecture	Personality theories	=	2	30
the exams	lecture	Personality theories	=	2	31
the exams	lecture	Exams		2	32
Course evaluation.11					
Distribution of the grade out of 100 according to the tasks assigned to the student, such as .daily preparation, daily, oral, monthly, written exams, reports, etc					
Learning and teaching resources.12					
Imad Al-Zaghloul and Ali Al- .1 Hindawi, <b>Introduction to Psychology</b> , Fourth Edition , Al- .Ain University Book House, 2008 Jawdat Bani Jaber, Saeed Abdel Aziz .2 , and Abdel Aziz Al-Mutaita			Required textbooks (methodology, if any)		

<p><b>Introduction to Psychology</b> , first          .edition, Amman, 2002</p> <p>Mohi Youssef Qatami, Abdul .3</p> <p>Rahman Adas, <b>Foundations of          Educational Psychology</b> , third          edition, Dar Al-Fikr for Printing and          .Publishing, 2003</p> <p>Jawdat Ezzat Abdel Hadi and Saeed .4</p> <p>Hosni Al- Azza, <b>Modifying          ,human behavior</b> , first edition          second edition, Dar Al-Thaqafa          .Publishing House, Amman, 2005</p>	
<p>Contemporary Psychology / Helmy Al- –          / Meligy, Dar Al-Nahda Al-Arabi          .Beirut, 8th edition</p>	<p>Main references (sources)</p>
	<p>Recommended supporting books and          references (scientific journals, reports....)</p>
	<p>Electronic references, Internet sites</p>

Course name .1
Educational Psychology
Course code .2
K EP
Chapter/ Year .3
annual
Date this description was prepared .4
2024/10/20
Available attendance forms .5
daily
Number of study hours (total) / Number of units (total) .6



hours/32 units 32					
Name of course administrator (if more than one name is given) .7					
:Name: Prof. <a href="#">Dhuha</a> Adel Mahmoud Hassan Al-Ani Email Dhuha.adil@coeduw.uobaghdad.edu.iqd.edu.iq					
objectives Course .8					
<b>Introducing students to the meaning of –1 educational psychology and its importance among the various other branches of psychology</b> <b>Defining educational objectives, classifying –2 them and their role in the educational process</b> <b>Providing students with insight into human –3 growth in terms of the foundations on which the growth process is based, the stages of growth, and its aspects (cognitive, linguistic emotional, moral, sensory, and motor), in addition to behavior, trends, emotions, and motivations</b> <b>Introducing students to the importance of –4 learning, its conditions, theories, the psychological foundations on which the learning process is based, individual differences, and educational applications of learning theory</b>				<b>Subject objectives</b>	
Teaching and learning strategies .9					
brainstorming -2 Feedback -3 Open scientific discussion and dialogue -4				<b>Strategy</b>	
Course structure .10					
<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of the unit or topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>

Exam	Discussion and lecture	Identifying educational psychology among the various branches of psychology	The student learns about	hours 2 theoretical	First week
Exam	Discussion and lecture	The importance of educational psychology Factors – affecting the learning and teaching process	The student learns about	hours 2 theoretical	The second week
Exam	Discussion and lecture	Search –:methods :Basic research definition, types Technological – development :research definition, types	The student learns about	hours 2 theoretical	The third week
Exam	Discussion and lecture	Definition of motivation: its ,types stimulating the student towards learning, the importance of motivation	The student learns about	hours 2 theoretical	Week 4
Exam	Discussion and lecture	Motivation theories: Needs ,theory Maslow's theory, causal attribution theory	The student learns about	hours 2 theoretical	Week 5
Exam	Discussion and lecture	Anxiety definition: its	The student learns about	hours 2 theoretical	Week 6

		types , its negative effects on the learning ,process experimental studies			
Exam	Discussion and lecture	Competition and :cooperation ,definition ,types characteristics	The student learns about	hours 2 theoretical	The seventh week
Exam	Discussion and lecture	Curiosity and :Exploration , Definition Experimental Studies	The student learns about	hours 2 theoretical	Week 8
Exam	Discussion and lecture	:Memory ,Definition ,characteristics factors affecting memory	The student learns about	hours 2 theoretical	Week 9
Exam	Discussion and lecture	Types of – :memory sensory, short–) term, long– (term	The student learns about	hours 2 theoretical	The tenth week
Exam	Discussion and lecture	:Forgetfulness ,Definition Factors Affecting ,Forgetfulness Its Characteristics	The student learns about	hours 2 theoretical	Week eleven
Exam	Discussion and lecture	Forgetting :theories ,erosion theory) change of effect	The student learns about	hours 2 theoretical	twelfth week

		theory, books (theory)			
Exam	Discussion and lecture	:Feedback ,Definition , Types Relationship of Feedback to Education	The student learns about	hours 2 theoretical	thirteenth week
Exam	Discussion and lecture	Types of :feedback Experimental studies	The student learns about	hours 2 theoretical	Fourteenth week
		First semester exam			Week 15
Exam	Discussion and lecture	Transfer of :training effect ,definition ,characteristics and qualities	The student learns about	hours 2 theoretical	Week 16
Exam	Discussion and lecture	The – foundations on which the transfer of training effects depends The types of – training effects are transmitted	The student learns about	hours 2 theoretical	Seventeenth week
Exam	Discussion and lecture	:Education ,Definition ,Conditions ,Characteristics Experimental Studies	The student learns about	hours 2 theoretical	18th week
Exam	Discussion and lecture	Learning :characteristics	The student learns about	hours 2 theoretical	19th week

		its educational applications			
Exam	Discussion and lecture	Learning :theories Thorndike's theory (trial and ,error educational foundations, its ,applications experimental .studies ,Pavlov's theory applied educational ,foundations experimental .studies	The student learns about	hours 2 theoretical	Week 20
Exam	Discussion and lecture	Skinner's theory (operant) conditioning ,(learning applied educational ,foundations comparative studies between classical learning theories and modern learning theories	The student learns about	hours 2 theoretical	Week twenty-one
Exam	Discussion and lecture	Creative thinking: its ,concept, types and characteristics	The student learns about	hours 2 theoretical	Week twenty-two
Exam	Discussion and lecture	Creative thinking: its stages, factors	The student learns about	hours 2 theoretical	Week twenty - three

		,affecting it levels of creativity			
Exam	hours 2 theoretical	Creative :thinking Theories that explain creative thinking	The student learns about	hours 2 theoretical	Week twenty-four
Exam	hours 2 theoretical	Individual :differences ,definition importance of discovering differences Individual :differences types of individual differences	The student learns about	hours 2 theoretical	Week twenty-five
Exam	hours 2 theoretical	Individual :differences How to take individual differences into account in .education Educational applications of individual .differences Factors affecting the effectiveness of the learning and teaching .process	The student learns about	hours 2 theoretical	Week twenty-six
Exam	hours 2 theoretical	Individual :differences Benefits of knowing	The student learns about	hours 2 theoretical	Week twenty- seven

		individual differences in the educational field. Steps to restrict the teacher in applying individual differences within the .classroom			
Exam	hours 2 theoretical	:Emotions ,definition examples of ,emotions components of emotions, stages	The student learns about	hours 2 theoretical	Week twenty-eight
Exam	hours 2 theoretical	:Emotions ,Types differentiation between emotion and other terms	The student learns about	hours 2 theoretical	Week twenty-nine
		Second semester final exam			Week Thirty
Course Evaluation .11					
The grade is distributed out of 100 according to the tasks assigned to the student, such .as daily preparation, daily, oral, monthly and written exams, reports, etc					
Learning and teaching resources .12					
			Required textbooks (methodology (if any		
) Al-Shamsi, Abdul Amir-2013 Introduction to ( General and Educational Psychology, University .of Baghdad, Iraq ) ,Al-Atoum, Adnan and others -2013 .( Educational Psychology between Theory and .Application, Amman, Dar Al-Masirah			Main References (Sources)		

<b>Books/ Al-Azirjawi, Fadhel Mohsen</b> <b>,Foundations of Educational Psychology1991 ,</b> <b>.University of Mosul, Iraq</b> <b>Reports</b> <b>. Transfer of training effect –1</b> <b>. Feedback –2</b> <b>. Forgetfulness –3</b>	Recommended supporting books and references ,scientific journals, reports) (.etc
<b>Journal of Psychological and Educational</b> <b>.Sciences</b> <b>Journal of Educational&amp;Psychological Sciences</b> <b>.Scientific Journal of Psychology –2</b> <a href="http://drasat.net/psycholog">http://drasat.net/psycholog</a> <b>The Egyptian Journal of Psychological –3</b> <b>.Studies</b> <b>–4<a href="http://www.studybachelor.com">www.studybachelor.com</a></b> <b>–5<a href="http://www.albwaba.com">www.albwaba.com</a></b> <b>–6<a href="http://www.altibbi.com">www.altibbi.com</a></b>	Electronic references, websites

1. Course Name:
Socialization of the kindergarten child
2. Course Code:
101ksos
3. Semester / Year:
annual
4. Description Preparation Date:
20-2-2024
5. Available Attendance Forms:
daily
6. Number of Credit Hours (Total) / Number of Units (Total)
30 hours
7. Course administrator's name (mention all, if more than one name)
Name: suzan abdullah mohammed
Email: Suzan.abdullah@coeduw.uobaghdad.edu.iq



## 8. Course Objectives

<b>Course Objectives</b>	<p>Introducing female students to the concept of socialization and its importance to children, their families, the teacher, and the entire community because of its impact on the child's life in the future.</p> <p>Preparing a kindergarten teacher who has precise knowledge of how to deal with a child with all aspects of his personality.</p> <p>Preparing a kindergarten teacher capable of dealing with children with the individual differences.</p> <p>Preparing a kindergarten teacher who is proficient in applying the case study with the kindergarten child.</p> <p>Preparing a kindergarten teacher familiar with socialization theories.</p> <p>Preparing a kindergarten teacher capable of diagnosing children's psychological conditions.</p> <p>Preparing a kindergarten teacher familiar with upbringing methods to deal with every problematic case of children.</p>
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## 9. Teaching and Learning Strategies

<b>Strategy</b>	Lecture, practical application, and discussion
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## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	4	What is upbringing (general perspective)	What is upbringing (general perspective)	Lecture and discussion	Oral
2	4	The concept of socialization and its definitions	The concept of socialization and its definitions	Lecture and discussion	Oral
3	4	The concept of socialization and its definitions	The concept of socialization and its definitions	Lecture and discussion	Oral
4	4	Forms of socialization	Forms of socialization	Lecture and discussion	Oral
5	4	Phases of socialization Elements of socialization Characteristics of socialization	Phases of Socialization Elements of socialization Characteristics of socialization	Lecture and discussion	Oral

6	4	Socialization and child development	Socialization and child development	Lecture and discussion	Oral
7	4		<b>Written exam</b>		
8	4	Social development and socialization of childhood	Social development and socialization of childhood	Lecture and discussion	Oral
9	4	Social development and socialization of childhood	Social development and socialization of childhood	Lecture and discussion	Oral
10	4	Social interaction	Social interaction	Lecture and discussion	Oral
11	4	Social interaction	Social interaction	Lecture and discussion	Oral
12	4		<b>Written exam</b>		
13	4	Improper socialization methods	Improper socialization methods	Lecture and discussion	Oral
14	4	Improper socialization methods	Improper socialization methods	Lecture and discussion	Oral
15	4	Methods of proper socialization	Methods of proper socialization	Lecture and discussion	Oral
16	4	Methods of proper socialization	Methods of proper socialization	Lecture and discussion	Oral
17	4	Institutions of socialization, their concept and importance	Institutions of socialization, their concept and importance	Lecture and discussion	Oral
18	4	Institutions of socialization, their concept and importance	Institutions of socialization, their concept and importance	Lecture and discussion	Oral
19	4	Institutions of socialization, their concept and importance	Institutions of socialization, their concept and importance	Lecture and discussion	Oral
20	4	Institutions of socialization, their concept and importance	Institutions of socialization, their concept and importance	Lecture and discussion	Oral
21	4		<b>Written exam</b>		
22	4	The impact of social media on child upbringing	The impact of social media on child upbringing	Lecture and discussion	Oral
23	4	The impact of social media on child upbringing	The impact of social media on child upbringing	Lecture and discussion	Oral

24		Developmental characteristics and social upbringing of the kindergarten child	Developmental characteristics and social upbringing of the kindergarten child	Lecture and discussion	Oral
25	4	Upbringing and skills necessary for kindergarten children	Upbringing and skills necessary for kindergarten children	Lecture and discussion	Oral
26	4	Socialization and the psychological, social, and cognitive needs of the kindergarten child	Socialization and the psychological, social, and cognitive needs of the kindergarten child	Lecture and discussion	Oral
27	4	Socialization from an Islamic perspective	Socialization from an Islamic perspective	Lecture and discussion	Oral
28	4	Socialization theories	Socialization theories	Lecture and discussion	Oral
29	4	Socialization theories	Socialization theories	Lecture and discussion	Oral
30	4		<b>Written exam</b>		

#### 11. Course Evaluation

The score is divided out of 100 as follows:

- 1- 4 monthly exams, each exam has 15 marks, total 60 marks
- 2- Attendance 5 marks
- 3- Practical 15 marks per semester, total 30 marks.
- 4- Reports and activities 5 marks

#### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	1- Socialization of the child / Omar Ahmed Hamshari (2013) 2. The concept of socialization and parental treatment methods/Hossam E Din Al-Fayad (2015) 3. The impact of using social media on child upbringing / Ministry of Social Development in the Sultanate of Oman (2020)
Recommended books and references (scientific journals, reports...)	the daily reports
Electronic References, Websites	Sources from the Internet

1. Course Name:

Foundations of Education
2. Course Code:
109KFE
3. Semester / Year:
annual
4. Description Preparation Date:
2024/2/20
5. Available Attendance Forms:
daily
6. Number of Credit Hours (Total) / Number of Units (Total)
32 hours 32 units
7. Course administrator's name (mention all, if more than one name)
Name:
Email:
8. Course Objectives

C Explaining the importance of the Foundations of Education subject, clarifying the basic  
 r principles and facts of the subject, and highlighting the strengths and weaknesses of the ancient  
 C and modern types of education.  
 e  
 v

9. Teaching and Learning Strategies	
Strategy	1- Discussion 2- Interrogation 3- Cooperative learning 4- Presentation of models of teaching and learning techniques in the foundations of education

10. Course Structure
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Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Meaning of education Educational goals	To know the concept of education The multiple goals of education	Discussion- Interrogation - Cooperative education	-Oral -Editorial
2	2	-The historical basis of education	To know the historical basis of education	=	=
3	2	Greek education	To know the characteristics of Greek education	=	=
4	2	The development of ethnic education	To explain the development of ethnic education	=	=

5	2	To recognize the characteristics of education in the Middle Ages	Education in the Middle Ages	=	=
6	2	Arab Islamic education	To recognize the importance of ArabIslamic education	=	=
7	2	First semester exam	First semester exam	=	=
8	2	Institutes of education in Islam	There are many educational institutes in Islam	=	=
9	2	Teaching methods in Arab-Islamic education	The multiplicity of teaching methods in Arab-Islamic education	=	=
10	2	Media of Arab-Islamic educational thought	The multiplicity of media of Arab-Islamic educational thought	=	=
11	2	modern education	To explain the principles of modern education	=	=
12	2	Flags of Western educational thought	Enumerating the most important figures of Western educational thought	=	=
13	2	John Dewey	To explain the ideas of John Dewey	=	=
14	2	The social basis and the relationship of education to society	To clarify the relationship of education to society		
15	2	Education, community culture, and the relationship between education and the environment	To explain the education and culture of society	=	=
16	2	Congenital education	-To know moral education	=	=
17	2	Scientific basis of education	To explain the scientific basis of education	=	=
18	2	Historical research	-To explain the characteristics of historical research	=	=

1 9	2	Social foundations of education	The multiple needs of society	=	=
2 0	2	Economic foundations of education	-To show the relationship of economics to education	=	=
2 1	2	The cost of education	Explain the cost of education	=	=
2 2	2	Education investment process	Explain the investment process	=	=
2 3	2	Development concept	To explain the concept of development	=	=
2 4	2	Economic development requirements	Show the requirements for economic development	=	=
2 5	2	To clarify the philosophical meaning	To clarify the philosophical meaning	=	=
2 6	2	Educational philosophies	To explain educational philosophies	=	=
2 7	2	Progressive philosophies	There are many types of progressive philosophies	=	=

28	2	Islamic philosophy and its applications	To explain Islamic philosophy	=	=
29	2	Educational renewal in Iraq	To clarify the principles of educational renewal in Iraq	=	=
30	2	Outstanding comprehensive schools and acceleration	To show the most important comprehensive schools in Iraq	=	=
	2	Systematic education	To know systematic education	=	=
	2	Second semester exam	Second semester exam	=	=

#### 11. Course Evaluation

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

#### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	General foundations of education, Ibrahim Al-Nasser, Islamic Printing and Publishing Office, 1979 Foundations of Education: Abbas Abdul Mahdi and others, Baghdad, Ministry of Higher Education, 1994
Main references (sources)	Introduction to Education, Ibrahim Nasser, Ammar Publishing and Distribution House, 2011 Foundations of Education, Ali Al-Qaimi, Dar Al-Nubala', 2011
Recommended books and references (scientific journals, reports...)	Research on education and teaching methods according to Al-Mawardi, Diyala Magazine, Issue 21, 2005, prepared by A. Dr. Sondos Abdel Qader and Prof. Dr. Muthanna Alwan
Electronic References, Websites	Basics of modern education Journal of Educational & Psychological Sciences

Course Name .13

Educational psychology

Course Code .14		
KEP		
Semester/ year.15		
annual		
Date this description was prepared .16		
2024/10/20		
A. Available attendance forms .17		
daily		
Number of study hours (total)/number of units (total) .18		
hours/32 units 32		
Name of the course administrator (if more than one name is mentioned) .19		
Prof. Dr. Duha Adil Mahmood Hassan Alani		
objectives Course .20		
<p><b>Introducing female students to the –1 meaning of educational psychology and its importance among the various other .branches of psychology</b></p> <p><b>Defining and classifying educational –2 objectives and their role in the .educational process</b></p> <p><b>Providing students’ insight into –3 human development in terms of the foundations upon which we base the growth process and the stages of – development and its aspects (cognitive – linguistic–affective – moral – sensory ,motor), as well as behavior, trends .emotions and motivations</b></p> <p><b>Introducing female students to the –4 importance of learning, its conditions and theories, the psychological foundations on ,which the learning process is based individual differences, and educational .applications of learning theory</b></p>		<b>Objectives of the study subject</b>
Teaching and learning strategies .21		
<p>Brainstorming -5</p> <p>Feedback -6</p> <p>Open scientific discussion and dialogue -7</p>		<b>The strategy</b>



Course structure .22					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
the exam	Discussion and lecture	Identifying educational psychology among the various branches of psychology	The student gets to know	2 hours my theory	The first week
the exam	Discussion and lecture	The importance - of educational psychology Factors affecting - the learning and teaching process	The student gets to know	2 hours my theory	second week
the exam	Discussion and lecture	--:search methods Basic research: its - definition, types Technology - development research: its definition, patterns	The student gets to know	2 hours my theory	the third week
the exam	Discussion and lecture	Definition of motivation: its types, the student's excitement towards learning, the importance of motivation	The student gets to know	2 hours my theory	fourth week
the exam	Discussion and lecture	Motivation theories: needs theory, Maslow's theory, causal attribution theory	The student gets to know	2 hours my theory	The fifth week
the exam	Discussion and lecture	:Anxiety definition Its types, negative - effects on the ,learning process	The student gets to know	2 hours my theory	the sixth week

		experimental studies			
the exam	Discussion and lecture	Competition and cooperation: their ,definition, types and characteristics	The student gets to know	2 hours my theory	The seventh week
the exam	Discussion and lecture	Curiosity and exploration: their ,definition experimental studies	The student gets to know	2 hours my theory	The eighth week
the exam	Discussion and lecture	Memory: its ,definition ,characteristics factors affecting memory	The student gets to know	2 hours my theory	The ninth week
the exam	Discussion and lecture	:Types of memory sensory, short-) – (term, long-term	The student gets to know	2 hours my theory	The tenth week
the exam	Discussion and lecture	Forgetting: its definition, factors affecting forgetfulness, and its characteristics	The student gets to know	2 hours my theory	The eleventh week
the exam	Discussion and lecture	Theories of -:forgetting ,corrosion theory) trace change theory, book (theory	The student gets to know	2 hours my theory	The twelfth week
the exam	Discussion and lecture	Feedback: its , definition, types and the relationship of feedback to education	The student gets to know	2 hours my theory	thirteenth week
the exam	Discussion and lecture	:Types of feedback Experimental – studies	The student gets to know	2 hours my theory	The fourteenth week

		First semester exam			The fifteenth week
the exam	Discussion and lecture	Transfer of the effect of training: its ,definition characteristics, and characteristics	The student gets to know	2 hours my theory	The sixteenth week
the exam	Discussion and lecture	The foundations – on which the transmission of the training effect depends Types through – which the effect of training is transmitted	The student gets to know	2 hours my theory	The seventeenth week
the exam	Discussion and lecture	Education: its ,definition ,conditions ,characteristics experimental studies	The student gets to know	2 hours my theory	The eighteenth week
the exam	Discussion and lecture	Characteristics of learning: – Its educational applications	The student gets to know	2 hours my theory	The nineteenth week
the exam	Discussion and lecture	:Learning theories Thorndike's theory , (trial and error) educational ,foundations ,applications experimental .studies ,Pavlov's theory applied educational ,foundations	The student gets to know	2 hours my theory	The twentieth week

		experimental .studies			
the exam	Discussion and lecture	Skinner's theory (procedural) conditioned learning), applied educational ,foundations comparative studies between classical theories of learning and modern .learning theories	The student gets to know	2 hours my theory	Twenty-first week
the exam	Discussion and lecture	:Creative thinking ,its concept, types and characteristics	The student gets to know	2 hours my theory	The twenty- second week
the exam	Discussion and lecture	:Creative thinking its stages, factors affecting it, levels of creativity	The student gets to know	2 hours my theory	twenty- third week
the exam	hours my 2 theory	:Creative thinking The theories that explained creative thinking	The student gets to know	2 hours my theory	The twenty- fourth week
the exam	hours my 2 theory	Individual differences: their definition, the importance of discovering .differences Individual differences: types of individual differences	The student gets to know	2 hours my theory	The twenty- fifth week
the exam	hours my 2 theory	Individual differences: How to take into account individual	The student gets to know	2 hours my theory	Twenty- sixth week

		differences in , education educational applications of individual differences, factors affecting the effectiveness of the learning and teaching process			
the exam	hours my 2 theory	Individual differences: The benefits of knowing individual differences in the .educational field Steps to guide the teacher in applying individual differences within the classroom	The student gets to know	2 hours my theory	The twenty- seventh week
the exam	hours my 2 theory	Emotions: their , definition examples of , emotions components of emotions, and their .stages	The student gets to know	2 hours my theory	The twenty- eighth week
the exam	hours my 2 theory	Emotions: their , types differentiating between emotion and other terms	The student gets to know	2 hours my theory	The twenty- ninth week
		End of second semester exam			The thirtieth week
Course evaluation .23					
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily .preparation, daily, oral, monthly, written exams, reports, etc					

Learning and teaching resources .24	
	Required textbooks (methodology, if any)
<b>.Al-Atoum, Adnan and others, (2013) – Educational psychology between theory and practice, Amman, Dar Al-Masirah</b> <b>.Nashawati, Abdul Majeed, (2004) –2 Educational Psychology, Amman, Dar Al-Furqan</b> <b>–Zaghoul, Imad, (2012). Principles –3 of Educational Psychology, Emirates University Book House</b>	Main references (sources)
<b>Reports</b> <b>. Transfer of the training effect – 1</b> <b>. Feedback mechanisms –2</b> <b>. Forgetting –3</b>	Recommended supporting books and references (...scientific journals, reports)
<b>Journal of Psychological and Educational Sciences</b> <b>Journal of Educational&amp;Psychological Sciences</b> <b>.Scientific Psychology Journal –2</b> <b><a href="http://drasat.net/psycholog">http://drasat.net/psycholog</a></b> <b>Egyptian Journal of Psychological –3</b> <b>.Studies</b> <b><a href="http://www.studybachelor.com">www.studybachelor.com</a> –4</b> <b><a href="http://www.albwaba.com">www.albwaba.com</a> –5</b> <b><a href="http://www.altibbi.com">www.altibbi.com</a> –6</b>	Electronic references, Internet sites

## The second stage

Course Name .1
children's literature
Course Code .2
213kcl
Semester/ year .3

annual					
Date this description was prepared .4					
2024/10/20					
A. Available attendance forms .5					
daily					
Number of study hours (total)/number of units (total) .6					
hours/32 units 32					
Name of the course administrator (if more than one name is mentioned) .7					
Prof. Dr. Zahraa Zaid Shafiq Al-Obaidi :tend to n't I do <a href="mailto:zahraa-zaid1979@coeduw.uobaghdad.edu.iq">zahraa-zaid1979@coeduw.uobaghdad.edu.iq</a>					
objectives Course .8					
<p><b>Introducing</b> students to how to present literary material in a fun and interesting way to children while achieving its lofty goal in all its various media, including a story, a play, a program, and others, as well as developing literary talents that are discovered in a practical and useful way in .serving children</p>			<p><b>Objectives of the study subject</b></p>		
Teaching and learning strategies .9					
<p>Lecture, practical application- brainstorming- feedback Discussion and dialogue for my knowledge Open</p>					<p><b>The strategy</b></p>
Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
the exams	lecture	general framework of the art of writing for children	Overview	2	1
the exams	lecture	For whom do we ?write	For whom do we ?write	2	2
the exams	lecture	?What do we write	?What do we write	2	3
the exams	lecture	?How do we write Stages of development in children and their	?How do we write	2	4

		relationship to their psychological ,characteristics language in children's literature			
the exams	lecture	Children's literature by writing for children	Definition of children's literature	2	5
the exams	lecture	Content of children's literature	Identify the content of literature	2	6
the exams	lecture	Children's literature style	Identify the style of literature	2	7
the exams	lecture	Children's literature style	Identify the style of literature	2	8
the exams	lecture	kids stories	Learn about children's stories	2	9
the exams	lecture	Music, poetry	Learn about music and poetry	2	10
the exams	lecture	,Build a child's story ,animal stories heroism and adventure stories	Get to know the story	2	11
the exams	lecture	, Paranormal stories ,humorous stories scientific stories	Learn about stories	2	12
the exams	lecture	Myths, tales	Learn about stories	2	13
the exams	lecture	poetry , children's music	Getting to know poetry	2	14
the exams	lecture	Semester exam		2	15
the exams	lecture	Children's media to their literature		2	16
the exams	lecture	Types of children's – newspapers journalistic arts in children's journalism	Types of newspapers	2	17
the exams	lecture	Producing children's newspapers	Learn about newspaper production	2	18



the exams	lecture	Producing children's newspapers	Learn about newspaper production	2	19
the exams	lecture	Young children's books	Getting to know books	2	20
the exams	lecture	Book format	Know the format of the book	2	21
the exams	lecture	Chapter Five		2	22
the exams	lecture	Children's theater	Children's theater	2	23
the exams	lecture	Overview		2	24
the exams	lecture	Puppet Theater	Puppet Theater	2	25
the exams	lecture	Children's programs on the radio	Learn about children's programs	2	26
the exams	lecture	Children's programs on television	Learn about children's programs	2	27
the exams	lecture	Children's programs on television	Learn about children's programs	2	28
the exams	lecture	Children's films in cinema and television	Learn about children's programs	2	29
the exams	lecture	Children's movies	Learn about children's programs	2	30
the exams	lecture	Children's movies	Learn about children's programs	2	31
		Second semester exam		2	32
Course evaluation .11					
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc					
Learning and teaching resources .12					
:Al-Kaabi, Fadel Abbas (1999) • <b>Educational approaches and the foundations of cognitive harmony in children's culture</b> , House of Cultural Affairs, Baghdad  :Taima , Rushdi Ahmed (1998) • <b>Children's Literature in the Primary</b>			Required textbooks (methodology, if any)		

<b>Stage</b> , first edition, Dar Al-Fikr Al-Arabi, Cairo :Al-Hiti, Hadi Noman (1988) • <b>Children's Culture, a series of</b> <b>.cultural books</b> , Kuwait	
	Main references (sources)
	Recommended supporting books and references (scientific journals, reports... )
	Electronic references, Internet sites

Course Name .1	
Curriculum and textbook	
CodeThe decision .2	
KTA	
the chapter /the year .3	
annual	
Date this was preparedthe description .4	
2/23/2024	
aAttendance forms available .5	
daily	
Number of study hours (total)/number of units (total) .6	
32 hours	
Name of the course administrator(If more than one name is mentioned) .7	
the name: <a href="#">Rehab Hussein Ali Hassan Zwain</a> Email:Rehaib@coeduw.uobaghdad.edu.iq	
Course objectives .8	
ting to know the curriculum l the textbook in terms of inition, development, ctice,and the most important ngs related to it, through the e of available resources in ordance with scientific ndations and concepts, and ir means of doing so, and uing decisions related to ting the goal, drawing up icies, developing plans and grams, and forming the	• <b>Objectives of the study subject</b>

<p>ecessary organization to achieve the goal, directing and coordinating efforts, and multiplying Strengths in recruiting the workforce, developing their talents and abilities, raising their morale, and monitoring performance to ensure achieving the goal in accordance with the established plans and programs.</p>	
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Teaching and learning strategies .9

	<b>The strategy</b>
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Course structure .10

<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of the unit or topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
Oral	Lecturing and participating	The curriculum and the textbook, its concept, patterns, and types	The concept of the school curriculum	4	the first
Oral	lecture	Encyclopedic theory.	Theories of the curriculum and the book	4	the second
Participation/oral	lecture	Foundations of building the school curriculum	School curriculum organisations	4	the third
Oral and external examples	lecture	Separate and interconnected materials	Types of curricula	4	the fourth
Oral	lecture	Objectives and their levels	Components of the educational curriculum	4	Fifth
Oral and questions based on the textbook	lecture	Definition of content	Content	4	VI
Editorial	lecture	Classification of teaching methods	Teaching methods	4	Seventh
Editorial	lecture	The origins of the calendar	Calendar	4	VIII
Editorial	lecture	Curriculum development methods	Curriculum development	4	Ninth
Editorial	lecture	The concept of the book in language and terminology	The concept of the book in language and terminology	4	The tenth

Course evaluation .11	
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.	
Learning and teaching resources .12	
	Required textbooks (methodology, if any)
	Main references (sources)
	Recommended supporting books and references (scientific journals, reports....)
	Electronic references, Internet sites

Course Name1-	
Linguistic development of kindergarten children	
Course Code2-	
kCLI	
Semester/year	
annual	
Date this description was3 prepared	
2024/2/19	
Available attendance forms4-	
daily	
Number of study hours5- (total)/number of units (total)	
hours / 30 units 32	
Name of the course6- administrator (if more than (one name is mentioned	
Name:profesorAsst Dr.Muna Mohammed Sloom :7-	
Email: munaalsaloom@coeduw.uobaghdad.edu.iq	
objectives Course8-	
Introducing the students to the importance of language for children, especially in the first years of life, and its role in understanding, communication and creativity among members of	<b>Objectives of the study subject</b>

,society due to the psychological intellectual and social functions it performs, in addition to introducing them to their role as future mothers in building the child's sound pronunciation and strengthening his language in the .early childhood stage					
Teaching and learning1– strategies					
Lecture, practical application- brainstorming- feedback Open scientific discussion and dialogue					The strate
Course structure2–					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
the exams	2	Overview	Structure of language/What ,is language? Its concept ,characteristics manifestations and .components	lecture	the exams
the exams	2	Overview	The difference between .language and speech	lecture	the exams
the exams	2	Identify the functions of language	.Language and speech system	lecture	the exams
the exams	2	Learn about language theories And the emergence of language	Ancient philosophical theories in the emergence of language/contemporary theories in language .acquisition	lecture	the exams
the exams	2	Identifying languages that	Bilingualism	lecture	the exams

		are important to the child			
<b>the exams</b>	2	Identify the stages of a child's linguistic development	Child linguistic ,development/manifestations .stages	lecture	the exams
<b>the exams</b>	2	Recognizing the pre-language stage	Child language between the .subjective and the social	lecture	the exams
<b>the exams</b>	2	Recognizing the stage of speech and pronunciation	.The child's linguistic crop	lecture	the exams
<b>the exams</b>	2	Recognize baby sentences	Factors affecting a child's .linguistic development	lecture	the exams
<b>the exams</b>	2	Recognizing the stage of linguistic stability	The child's linguistic stability stage, and the mother's role in building the child's speech and .enhancing his language	lecture	the exams
<b>the exams</b>	2	Learn about language skills	Language skills / listening skill / speaking skill / reading .skill / writing skill	lecture	the exams
<b>the exams</b>	2	Identify the child's various readiness skills With the most important suggestions	School readiness (reading ,readiness, writing readiness (arithmetic readiness ,Sample tests for reading writing, and arithmetic .aptitude	lecture	the exams
<b>the exams</b>	2	Identifying the child's cognitive processes and their relationship to	Cognitive processes associated with the child's .linguistic development	lecture	the exams

		the child's language			
<b>the exams</b>	2	Identifying speech disabilities and speech defects	Speech disorders and speech .defects	lecture	the exams
<b>the exams</b>	2	Identify the role of kindergarten in caring for the child's linguistic development	The role of socialization and educational institutions in caring for the child's .linguistic development	lecture	the exams
<b>the exams</b>	2	Identify the role of the media	The role of the media in promoting linguistic .development	lecture	the exams
<b>the exams</b>	2	Learn about means of communication	The role of means of communication in developing the child's .linguistic crop	lecture	the exams
<b>the exams</b>	2	Learn about children's stories	Children's culture publications (children's (books and picture stories	lecture	the exams
<b>the exams</b>	2	Learn about children's programs	Kindergarten programs and their role in linguistic development	lecture	the exams
<b>the exams</b>	2	Learn about children's questions	Children's questions and their role in linguistic development	lecture	the exams
<b>the exams</b>	2	Learn about the most important suggestions	Practical suggestions for kindergarten teachers in developing linguistic preparations	lecture	the exams

the exams	2	Learn about the use of writing	Readiness for writing, and general suggestions for enhancing it	lecture	the exams
the exams	2	Get to know radio	Visual radio of all kinds	lecture	the exams
the exams	2	Get to know radio	Audio radio of all kinds	lecture	the exams
the exams	2	Learn about intellectual games	Melodies books and intellectual and entertaining games	lecture	the exams
the exams	2	Identify the characteristics of language	Primary and secondary language characteristics	lecture	the exams
the exams	2	Recognizing the concept of language	Basic concepts of linguistic development	lecture	the exams
the exams	2	Recognizing linguistic sounds	Linguistic sounds in childhood	lecture	the exams
the exams	2	Learn about reading training programs	Reading training programs	lecture	the exams
the exams	2	Identify arithmetic and writing aptitude	Arithmetic and clerical aptitude	lecture	the exams

### Course evaluation3–

Four exams, each exam 15, total 60

Attendance is 5 marks

Activities 10

Daily exams 20 marks

The report is 5 marks



Learning and teaching4–resources	
	Required textbooks (methodology, if any)
<p>Linguistic skills from the book Linguistic Development, a Path to Contemporary by Dr. Mamdouh Muhammad Khasra, 2018</p> <p><b>Linguistic development for the–family, the teacher, and the university researcher – Iman Al-Khafaf 2014</b></p> <p><b>– Najm al-Din Ali Mardan – Linguistic growth and development ,in early childhood, home, nursery kindergarten 2005</b></p> <p><b>Badir, Emily – Developing children’s language skills 2000-</b></p> <p><b>– Abdel Hadi, Nabil and others Skills in Language and Thinking 2005</b></p> <p><b>Abdul Karim, Faika – Readiness to learn writing and developing its measurement in the kindergarten stage 2002</b></p>	Main references (sources)
	Recommended supporting books and references (....scientific journals, reports)
Relying on various sites	Electronic references, Internet sites

Course Name .1
Motor education
Course Code .2
211kPE
Semester/ year .3
annual

Date this description was prepared .4					
2024/10/20					
A. Available attendance forms .5					
daily					
Number of study hours (total)/number of units (total) .6					
hours/32 units 32					
Name of the course administrator (if more than one name is mentioned) .7					
: Name : A.M.D. <a href="#">Wafaa Hassan Issa Ali Al-Faridawi</a> Email Wafaahasan@coeduw.uobaghdad.edu.iq					
objectives Course .8					
- Teaching female students the ,requirements of motor physical education its goals, programs, tools and exercises in the early childhood stage The students mastered the exercises specific to the kindergarten stage and prepared them to train the children in them			<b>Objectives of the study subject</b>		
Teaching and learning strategies .9					
Lecture practical application ,- brainstorming - feedback Discussion And dialogue Scientific Open					<b>The strategy</b>
Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
lecture	give ,vocabulary		Practical	4	1
lecture	Philosophy and trends of physical education in early childhood	Overview	Everything taken in the theoretical aspect is applied practically to children by the students	4	2
lecture	A general idea about physical education and its	Overview	During the practical lecture, every four female students divides the time at a rate of half an hour	4	3

	importance for the individual in general and for the child in particular		,for each student where the female student trains the .children		
lecture	Continuation of the previous topic	Overview	On the sports activities that were covered during the theoretical lecture and developing a plan for exercises	4	4
lecture	Explaining the meaning of motor education and its importance for the child	Identify the requirements of motor education		4	5
lecture	Physical education requirements and specifications (place, time)			4	6
lecture	First month exam	Identify devices		4	7
lecture	Completing physical education requirements equipment) (and tools	Learn about leadership		4	8
lecture	Leadership and its role in exercises and sports	Learn about the types of exercises		4	9
lecture	Types of exercises and	=		4	10

	activities suitable for kindergarten children				
lecture	Continuation of the previous topic	=		4	11
lecture	Continuation of the previous topic	=		4	12
lecture	Continuation of the previous topic			4	13
lecture	Exam	Learn about gymnastics games		4	14
lecture	games : types tools, and , exercises	=		4	15
lecture	Continuation of the previous topic			4	16
lecture	Half year holiday	=		4	17
lecture	Half year holiday	Getting to know Qayafa		4	18
lecture	:Sportswear sportswear in kindergarten	=		4	19
lecture	Steps to conduct organized sports activities	=		4	20
lecture	Refresher -1 activities	Know the steps of walking		4	21
lecture	Basic -2 activities	=		4	22
lecture	The -3 kinetic story	=		4	23

lecture	Calm down ,stage ,dressing retrieving tools	=		4	24
lecture	Individual differences and their relationship to motor education	=		4	25
lecture	Measuring individual differences in children	Learn about the flag salute		4	26
lecture	How to use alternatives to some sports supplies	=		4	27
lecture	The role of the kindergarten teacher in the kindergarten child's motor experience	=		4	28
lecture	Reserve	Learn about military training		4	29
lecture	Preparations for final exams	=		4	30
lecture	Preparations for final exams			4	31
lecture	Preparations for final exams			4	32
Course evaluation .11					
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily .preparation, daily, oral, monthly, written exams, reports, etc					
Learning and teaching resources .12					

Fundamentals of physical education in early - :childhood, 1989, written by Ghassan Muhammad Sadiq - Dr. Qasim Al -Mandalawi - Fatima Yas Al Hashemi - Widad Al-Mufti -	Required textbooks (methodology, if any)
Physical and motor education for pre- age :children The School, 1990, written by Dr. Raysan Khuraibet - Dr. Louay Ghanem - Dr. Ahmed Jawad - (Kinesiology) Motor development from birth - :to old age, 1985, written by Dr. Wajih Mahjoub - :Components of motor traits, 1984, written by Dr. Qasim Hassan Hussein - Dr. Qais Naji Abdel-Jabbar - ,Motor education for kindergarten children : written by , 2018 Dr. Inshrah Ibrahim Al-Mishrafi	Main references (sources)
	Recommended supporting books and references (scientific journals, reports....)
	Electronic references, Internet sites

1. Course name
Psychology of play for kindergarten children
2 .Course code
212KPP
3.year/tearm
annual
4.Date this description was prepared
2024/10/20
5.. Available forms of attendance
daily
6. Number of study hours (total)/number of units (total)
32 houes/ 32 units
7. Name of the course administrator
Name:Hind Luay Abdel Hameed Hussein Al-Samarrai Email:Hind.luay@coeduw.uobaghdad.edu.iq Email:

## 8 .Course objectives.

- Teaching female students the concepts of the psychology of play, its educational foundations, and its role in raising and educating the child
- Introducing female students to scientific methods in using different types of childhood games in kindergarten within its daily program

Objectives of the study subject

## 9. Teaching and learning strategies

Lecture, practical application - brainstorming - feedback  
Open scientific discussion and dialogue  
-Manual work and aesthetic taste. -ask questions  
writing reports

**The strategy**

## 10. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	week
the exams	lecture	Give vocabulary and an overview of the material	Overview	4	1
the exams	lecture	The concept of early childhood and the importance of play in it Interactive book for kindergarten children (practical)	Getting to know the game in 5 years	4	2
the exams	lecture	Play: its concept, scientific definitions, basic features, and benefits for the child Making puzzle games and painting shapes (practical)	Learn about the concept of play	4	3
the exams	lecture	=	=	4	4
the exams	lecture	Stages of development of toys during infancy Child behavior reinforcement panel (practical)	Recognizing the stages of play development during infancy	4	5
the exams	lecture	Stages of child development and their relationship to	Identify the most important aspects of	4	6

		the child's mental and social development	growth and their relationship to play		
the exams	lecture	Stages of a child's psychological and emotional development Solution and tension frameworks for Madame Montessori (0 practical)	=	4	7
the exams	lecture	Monthly exam	=	4	8
the exams	lecture	Froebel's philosophy Froebel's Box of Figures (practical)	Identifying educational philosophies of play in childhood and kindergarten	4	9
the exams	lecture	Philosophy of Maria Montessori	=	4	10
the exams	lecture	Excess energy theory, preparation for future life, summary Four Seasons Tree (practical)	Identify the philosophical theories that explained play	4	11
the exams	lecture	Theories that explained play (ancient philosophical, cathartic theory, physical development, and recreation)	=	4	12
the exams	lecture	The opinions of Arab Muslim educators and scholars on playing (Ibn Miskawayh, Al-Ghazali, Ibn Sina) Addition and subtraction games (practical)	Getting to know the opinions of Arab commentators and educators on play	4	13
the exams	lecture	Jean Piaget's theory, psychoanalysis, Vykotsky	Identify contemporary psychological theories in their interpretation of play	4	14
the exams	lecture	First semester exam		4	15



the exams	lecture	Half year holiday		4	16
the exams	lecture	Educational games Teaching letters and linking them with words (practical)	=	4	17
the exams	lecture	The psychology of learning in early childhood and the role of play in it	Recognizing the role of the teacher in directing the child's behavior through play	4	18
the exams	lecture	Factors affecting play (physical factor, mental factor, sensory-motor factor, gender(... Shape board (practical)	Identify the factors affecting play	4	19
the exams	lecture	play therapy	Learn about the concept of play therapy	4	20
the exams	lecture	Stages of play therapy, selected models of play therapy Paper masks for children (practical)	Recognizing the stages of treatment with swallowing	4	21
the exams	lecture	Learning through playing methods (selected models of educational toys)	Learn about the concept of learning through play	4	22
the exams	lecture	Exploratory play, its importance and benefits Purposeful educational stories (practical)	Learn about the concept of exploratory play	4	23
the exams	lecture	Monthly exam	=	4	24
the exams	lecture	Role-playing games and their benefits	Learn about the concept of role-playing games	4	25
the exams	lecture	Social play and its benefits Texture recognition (practical)	Learn about the concept of social play	4	26
the exams	lecture	building, sand and water games	Learn about building, sand and water games	4	27
the exams	lecture	Electronic games and their effects on children	Getting to know electronic games	4	28

		Connecting a shape with something similar (practical)			
the exams	lecture	Examples of purposeful educational games	Educational games	4	29
the exams	lecture	Secceond semester exam	=	4	30

#### 11. Course evaluation

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

#### 12. Learning and teaching resources

<p>-Miller, Susanna, The Psychology of Play, translated by Hassan Issa, National Council for Culture, Arts and Letters, Kuwait, 1987.</p> <p>-Abdel Hadi, Nabil, The Psychology of Play, 1st edition, Wael Publishing House, Amman, 2004.</p> <p>-Scarlett, George and Pastern, Dorothy, Children's Play, translated by Muhammad Talib Al-Sayyid Suleiman, University Book House, Palestine, 2007</p> <p>-Dr.. Balqis, Ahmed and Tawfiq Mar'i, Al-Muyassar in the Psychology of Play, Dar Al-Furqan for Publishing and Distribution, 2013.</p> <p>-Dr.. Abdel Hadi, Nabil, The Psychology of Play and Its Impact on Children's Learning, Dar Wael for Printing, Publishing and Distribution, 2002.</p>	Required textbooks (methodology, if any)
	Main references (sources)
	Recommended supporting books and references (scientific journals, reports....)
You Tupe , FASEBOOK	Electronic references, Internet sites

#### 1. Course Name:

Child health and first aid

#### 2. Course Code:

216kchf

#### 3. Semester / Year:

annual

#### 4. Description Preparation Date:

2024/2/20

#### 5. Available Attendance Forms:

daily

#### 6. Number of Credit Hours (Total) / Number of Units (Total)

32 hours  
32 units

**7. Course administrator's name (mention all, if more than one name)**

Name: Assistant Professor Dr. Raghad Shakib Rashid  
Email: Raghad.shakib@coeduw.uobaghdad.edu.iq  
Name: Assistant Professor Samar Adnan Abdel Amir  
Email: Sammar.adnan@coeduw.uobaghdad.edu.iq

**8. Course Objectives**

**Course Objectives**

Many goals prompted developed and developing countries take special care of children to improve their health, include that they are a very sensitive group and that they go through stages of continuous mental and physical growth development. In addition, they are more vulnerable than others to health risks that may cause disability or disability and lead to death. Therefore, Taking care of their health and taking care of them physically, psychologically, and socially considered the cornerstone of achieving the highest level of health and physical and psychological safety. In the kindergarten section, the subject on child health and first aid includes nutritional diseases, infectious childhood diseases, their prevention, and first aid.

**9. Teaching and Learning Strategies**

**Strategy**

Lecture, practical application, brainstorming, and feedback  
Discussion and dialogue for open science

**10. Course Structure**

<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
1	4		Give vocabulary and an overview of the material	lecture	test
2	4	Measuring the weight and height the child at stages	<b>The concept of health and illness</b>	lecture	test

3	4	-	Development and growth	lectur	test
4	4	Newborn	Fill out the health card for the kindergarten child	lectur	test
5	4	-	-	lectur	test
6	4	The baby	Measuring the child's vital signs	lectur	test
7	4	-	Temperature measurement	lectur	test
8	4	The common one	-	lectur	test
9	4	-	Pulse	lectur	test
10	4	Pre-school child	-	lectur	test
11	4	-	respiration	lectur	test

12	4	personal cleanliness	-	lectur	test
13	4	-	blood pressure	lectur	test
14	4	Childhood infectious diseases and their prevention	-	lectur	test
15	4	First semester exam	-	lectur	test
16	4	Half year holiday	-	lectur	test
17	4	-	-	lectur	test
18	4	Nutritional diseases	Preparing a healthy educational program for kindergarten children	lectur	test
19		Disinfection and sterilization	-	lectur	test
20		Application period	Methods of giving the medicine (orally - using needles - ointments)	lectur	test

21		-	-	lectur	test
22		-	-	lectur	test
23		-	-	lectur	test
24		-	first aid : Artificial respiration - wound dressing - disinfection and sterilization - bandages - bandages - first aid for bleeding - first aid for wound - first care for burns - first care for fractures - first care for bites	lectur	test
25		General principles of the prevention of infectious diseases	-	lectur	test
26		Some common diseases	-	lectur	test
27		Malnutrition diseases (obesity - anemia)	-	lectur	test
28		first aid	-	lectur	test

29		How a first aider work		lectur	test
30		First aid for cases that child is exposed to	-	lectur	test
31		Artificial respiration, fractures, e		lectur	test
32		Exam			

#### 11. Course Evaluation

Assigned tasks  
Daily preparation  
Daily and monthly exams  
Reports  
Oral and written examinations  
Asking a question and searching for the answer  
Updating the curriculum by introducing a topic

#### 12. Learning and Teaching Resources

Required textbooks (curricular books if any)	<ul style="list-style-type: none"> <li>- Al-Daraji, Souad Abd Radhi, Child Health and First Aid, Ministry of Higher Education and Scientific Research, University of Baghdad, 1991.</li> <li>- Suleiman, Khudair Daoud and Al-Mukhtar, Muhammad Yusuf, Public Health, Ministry of Higher Education and Scientific Research, University of Baghdad, 1988.</li> <li>- Al-Ghunaim, Marzouq Yousef and Al-Behbahani, Bahija Ismail, Health Culture, That Al-Sasil, Kuwait, 1997</li> <li>- A methodical book</li> </ul>
Main references (sources)	<ul style="list-style-type: none"> <li>- Stages of development of the ideal child, Okasha Abdel Manaf Al-Libi, Children's Encyclopedia, Dar Al-Jeel, Beirut, 1999.</li> <li>- Children's Health / The Complete Guide / David Alemar and Helen Badkour / Translated by the Center for Arabization and Programming, 2001, Arab House of Science</li> <li>- Children's health</li> <li>- Proper medical care for the child from birth until he reaches adolescence, edited by Dr. Petrel H. Hart, translated by the Arabization and Programming Center and Heba Al Murayb Qablan, 1997.</li> </ul>

	Health culture, Dr. Marzouq Yousef Al-Ghunaim, Bahij Ismael Al-Bahbahani Qabalan, 1st edition, Dhat Al-Salasil Printing House, 1997.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Name	1
Child psychology	
Course Code	2
215kcp	
Semester/ year	3
annual	
Date this description was prepared	4
2024/10/20	
A. Available attendance forms	5
daily	
Number of study hours (total)/number of units (total)	6
hours/32 units 32	
Name of the course administrator	7
Name : Assistant Professor Dr. Elham Fadel Abbas ilham.fadhil@coeduw.uobaghdad.edu.iq	
objectives Course	8
Identifying the general foundations of a child's development from his formation up to adolescence and identifying the characteristics of each stage of his formation	<b>Objectives of the study subject</b>
Teaching and learning strategies	9
Lecture practical application , - brainstorming - feedback Discussion and dialogue for my knowledge Open	<b>The strategy</b>
Course structure	10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
the exams	lecture	The importance of studying growth	Recognizing the importance	2	1



			of studying growth		
the exams	lecture	Meaning of growth	Identify the stages of life	2	2
the exams	lecture	Growth principles and general foundations	Identify the biological foundations	2	3
the exams	lecture	Stages of life Life and the demands of growth in it	Learn about endocrine glands	2	4
the exams	lecture	Biological foundations of growth	Recognizing the interaction between personality and individual	2	5
the exams	lecture	New child psychology facts	Learn about food	2	6
the exams	lecture	The origins and development of child psychology		2	7
the exams	lecture	The importance of studying child psychology	Identify the origins of child psychology	2	8
the exams	lecture	Early experiences in life and their impact on development	Learn about schools of psychology	2	9
the exams	lecture	Critical periods in growth	Learn about research methods	2	10
the exams	lecture	Deprivation	Learn about the experimental method	2	11
the exams	lecture	Kindergarten	Learn about the importance of psychology	2	12
the exams	lecture	Children's satisfaction curriculum	Learn about first experiences	2	13
the exams	lecture	The appropriate age to enter kindergarten	Recognizing cultural sanctuary	2	14

the exams	lecture	Exam		2	15
the exams	lecture	Socialization		2	16
the exams	lecture	Socialization and its impact on sexual stereotyping	Overview	2	17
the exams	lecture	The effect of softness and harshness in socialization	Definition of upbringing	2	18
the exams	lecture	Dependent behaviour	Definition of aggressive behavior	2	19
the exams	lecture	Aggressive behavior	Recognizing congenital development	2	20
the exams	lecture	Congenital growth	Learn about interaction	2	21
the exams	lecture	Cognitive development		2	22
the exams	lecture	Sensation and perception	Learn about children's friendship	2	23
the exams	lecture	Thinking	Definition of cognitive development	2	24
the exams	lecture	Concepts	Definition of thinking	2	25
the exams	lecture	Reasoning	Definition of concepts	2	26
the exams	lecture	Stages of the emergence of creative work	Definition of inference	2	27
the exams	lecture	innovation and creativity		2	28
the exams	lecture	Linguistic development	Definition of innovation	2	29
the exams	lecture	Written exam	Definition of linguistic development	2	30
the exams	lecture	review		2	31

the exams	lecture	review		2	32
Course evaluation .11					
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc					
Learning and teaching resources .12					
:Psychology of Childhood and Adolescence . Written by Professor Dr. Jamal Hussein Al-Alusi Ali Hussein International, 1983 edition			Required textbooks (methodology, if any)		
			Main references (sources)		
			Recommended supporting books and references (scientific journals, reports ....)		
			Electronic references, Internet sites		

Course Name .1	
Developmental psychology	
Course Code .2	
219KGP	
Semester/ year .3	
annual	
Date this description was prepared .4	
2024/10/20	
A. Available attendance forms .5	
daily	
Number of study hours (total)/number of units (total) .6	
hours/32 units 32	
Name of the course administrator (if more than one name is mentioned) .7	
sajlaafaiq : email <a href="mailto:Sajlaa_Faiq_Hashem_Muhammad_Al-Baghdadi@coeduw.uobaghdad.edu.iq">Sajlaa Faiq Hashem Muhammad Al-Baghdadi</a> Name: Prof s <a href="mailto:@coeduw.uobaghdad.edu.iq">@coeduw.uobaghdad.edu.iq</a>	
objectives Course .8	
Explaining the importance of studying the stages of an individual's development from the time he is a fetus in his mother's womb to the stage of old age, clarifying the idea of adopting lifelong education, and highlighting modern ideas and innovations in studying the stages of . human growth	<b>Objectives of the study subject</b>
Teaching and learning strategies .9	
Lecture, discussion and questioning, presenting models of teaching and .learning techniques and studying the stages of human development	<b>The strategy</b>

Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Oral and written tests	,Delivering ,lecturing interrogating	To become familiar with the concept of developmental psychology	To become familiar with the concept of developmental psychology	2	1
=	=	The importance of developmental psychology	Explain the importance of developmental psychology	2	2
=	=	Laws of growth	Explain the laws of growth	2	3
=	=	Principles of growth	To learn about the principles of growth	2	4
=	=	growing stages	To know the stages of growth	2	5
=	=	Factors affecting growth	To know the factors affecting growth	2	6
=	=	Genetic factors	To learn about genetic factors	2	7
=	=	Environmental factors	Explain environmental factors	2	8
=	=	Research methods in developmental psychology	To explain research methods in developmental psychology	2	9
=	=	Methods of collecting information	To become familiar with methods of collecting information	2	10
=	=	Meaning of longitudinal, cross-sectional and experimental research	To clarify the meaning of longitudinal, cross-sectional and experimental research	2	11

=	=	Childhood characteristics	Explain the characteristics of childhood	2	12
=	=	The importance of childhood	Explain the importance of childhood	2	13
=	=	Childhood stages	Explain the stages of childhood	2	14
=	=	Stages of physical growth	There are multiple stages of physical growth	2	15
=	=	Second semester exam	Second semester exam	2	16
=	=	Stages of mental development	To know the stages of mental development	2	17
=	=	Stages of linguistic development	To explain the stages of linguistic development	2	18
=	=	Stages of social development	To familiarize students with the stages of social development	2	19
=	=	The importance of emotional development Self-development and self-concept in – early childhood children's psychological needs	To show the importance of emotional development	2	20
=	=	Congenital development	To explain moral evolution	2	21
=	=	Types of role of socialization institutions	There are many types of role of socialization institutions	2	22

=	=	The role of the family in human development	To learn about the role of the family in human development	2	23
=	=	The role of peers in development	Explain the role of peers in development	2	24
=	=	Adolescence	Explain the stage of adolescence	2	25
=	=	The concept of adolescence	To explain the concept of adolescence	2	26
=	=	The importance of adolescence and its stages	To know the importance of adolescence and its stages	2	27
=	=	Stages of physical ,growth and mental cognitive and social development	There are multiple stages of physical ,growth and mental cognitive and social development	2	28
=	=	Emotional development and moral development	To learn about emotional development and moral development	2	29
=	=	The role of the adolescent, society and the media	For students to recognize the role of ,the adolescent society, and the media	2	30
=	=	The role of the ,adolescent ,profession adolescent trends and tendencies, and some adolescent problems	To explain the role ,of the adolescent the profession, the attitudes and tendencies of adolescents, and some adolescent problems	2	31
=	=	Second semester exam	Second semester exam	2	32
Course evaluation .11					

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc	
Learning and teaching resources .12	
,Dr. Hamid Abdel Salam Zah Developmental Psychology, 1977, .edition, Cairo, Book Science	Required textbooks (methodology, if any)
,Dr. Hamid Abdel Salam Zah Developmental Psychology, 1977, .edition, Cairo, Book Science	Main references (sources)
Psychology of Childhood a ,Adolescence, Al-Alusi, Jamal Huss .Baghdad, University of Baghdad ,1983	Recommended supporting books and references (scientific journals, reports....)
.Developmental psychology. An .Hanan Abdel Hamid, 2003	Electronic references, Internet sites

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

University of Baghdad	Educational institution .1
College of education for women	Scientific department/center .2
DU106 / Computer science	Course name/code .3
My presence	Available forms of attendance .4
annual	Semester/year .5
30	Number of study hours .6 (total)
2024/10/20	The date this description .7 was prepared
Course objectives .8	

Identifying the computer device, its components and features, data representation and types, operating systems and how to manage this device, the capabilities and auxiliary programs provided by these systems, and learning about the printing application as a model of applications used by computer users.

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

##### A- Cognitive objectives

A1- Enabling the female students of the Arabic Language Department/first stage to understand the computer and how to deal with it

A2- Enabling female students to use computer applications during the study stages-

##### B - The skills objectives of the course

B1 - Operating the computer and dealing with its operating system and the auxiliary programs it contains

B2 - Use the printing program to prepare reports

##### Teaching and learning methods

Lecture using presentations and videos

##### Evaluation methods

the exams

##### -ج Emotional and value goals

C1- Forming groups to share experiences gained in the field of computers

##### Teaching and learning methods

Attendance

##### Evaluation methods

ask questions

Discussion

D - Transferable general and qualifying skills (other skills related to employability and personal development).

D1- Prepare a model of what was previously studied-2د



10.Course structure					
Assessment method	Learning method	Name of the unit/topic	Required learning outcomes	hours	week
exam	lecture	Computer generations	Introduction to computer science	1	1
exam	lecture	Computer's components	Introduction to computer science	1	2
exam	lecture	Software	Introduction to computer science	1	3
exam	lecture	Computer features	Introduction to computer science	1	4
exam	lecture	Storage capacity measurement units and conversion between them	Introduction to computer science	1	5
exam	lecture	Algorithms and flowcharts	Introduction to computer science	1	6
exam	lecture	Types of flow charts	Introduction to computer science	1	7
exam	lecture	Examples of flow charts	Introduction to computer science	1	8
exam	lecture	Numerical systems and conversion between them	Introduction to computer science	1	9
exam	lecture	Desktop, taskbar, turn off and on the computer	Windows 7 operating system	1	10
exam	lecture	Use mouse, jump menu,	Windows 7 operating system	1	11
exam	lecture	Window, arrangement of windows	Windows 7 operating system	1	12

exam	lecture	Control panel, change desktop wallpaper, screen saver	Windows 7 operating system	1	13
exam	lecture	My Computer window, Edit time, Windows Explorer	Windows 7 operating system	1	14
exam	lecture	exam	Windows 7 operating system	1	15
exam	lecture	folder	Windows 7 operating system	1	16
exam	lecture	Recycle Bin, Internet Browsing	Windows 7 operating system	1	17
exam	lecture	Defining, running and operating the Word window	Word printing program	1	18
exam	lecture	Tab bar, some important keys while typing	Word printing program	1	19
exam	lecture	Create and save a document, close a file and open a stock file	Word printing program	1	20
exam	lecture	Select, delete, replace, copy and move text	Word printing program	1	21
exam	lecture	Format text, copy and remove formatting, highlight text, change case	Word printing program	1	22
exam	lecture	Alignment, bullets and numbering, adding borders and shading of text	Word printing program	1	23
exam	lecture	Search and replace	Word printing program	1	24

exam	lecture	Insert icon, header and footer	Word printing program	1	25
exam	lecture	Page numbering, creating a table, inserting rows and columns	Word printing program	1	26
exam	lecture	Select table, change column width and row height, delete rows and columns	Word printing program	1	27
exam	lecture	Page borders and shading	Word printing program	1	28
exam	lecture	Indent, ruler	Word printing program	1	29
		exam		1	30

#### 11.Infrastructure

Binding Introduction to Computer Science, Binding Windows 7, Binding Word	Required prescribed -1 books
	Main references -2 (sources)
	A) Recommended books and references (scientific journals, reports,.....)
youtube	A) Electronic references, (Internet sites,.....)

#### 12.Course development plan

Adding material to e-learning platforms

# **The third stage English Language 3<sup>rd</sup>**

**English Language (Asst. Prof. Dr. Maysoon Taher Muhi)**

**Academic Year (2023/2024)**

## **Syllabus**

This course emphasizes the development of fluency and intelligibility in spoken English. Through individual and group activities, students work on improving pronunciation, practicing conversation strategies and delivering oral presentations.

1. Institution Name	University of Baghdad
2. Department Name	College of Education for Women \ Sociology Department
3. Course Code & Name	English Language
4. Lecture Type	Classroom
5. Semester/Year	Annual System
6. No. of credit hours	30
7. Instructor Name	Asst. Prof. Dr. Maysoon Taher Muhi

## 8. Course Objectives

1. Develop the linguistic competence that enables them to be aware of the cultural, economic and social issues of their society in order to contribute in giving solution to enable the learner to communicate effectively and appropriately in real life situation.
2. Acquire the linguistic bases that enable them to participate in transferring the scientific and technological advances of other nations to their nation.
3. Develop their awareness of the importance of English as a means of international communication.
4. To enable the learners to communicate effectively in real life.

## 9. Student Learning Outcomes, Teaching/Learning Methods, and Assessment

**A. Knowledge Outcomes:** Upon completion of the course, students should be able to:

1. Acquire basic language skills (listening, speaking, reading and writing) in order to communication with speakers of English language.
2. Develop their intellectual, personal and professional abilities
3. Acquire the linguistic competence required in different professions
4. Develop positive attitudes towards learning English.

**B. Skills Outcomes:** Upon completion of the course, students should be able to manage:

1. Listening
2. Speaking
3. Reading
4. Writing

### Teaching/learning methods

1. Lectures.
2. Class problem solving.
3. Discussion

### Assessment methods

1. homework problem sets,
2. exams
3. quizzes

**C. Affective value outcomes:** Upon completion of the course, students should be able to apply:

1. best methods to study natural sciences
2. Critical Thinking
3. Analytical methods in solving problems

### Teaching/learning methods

1. Brain storming
2. Encourage Critical thinking
3. Encourage analytical thinking strategy
4. Introduce correct research methodologies

### **Assessment methods**

- 1.Exams
2. Student feedback
3. body language
4. laboratory reports / studies

**D. Life learning outcomes:** Upon completion of the course, students should be able to:

1. Work within teams
2. Write academic reports
3. Plan and organize time of study
4. Initiate new ideas and motivate others
5. Conduct targeted searches of scholarly literature.

## 10. Course Content

Week No.	No. of hours	Reference	Topic
1	1	Headway Plus For Intermediate	Unit 1- Getting to Know You
2	1		Present tense, simple past, present perfect
3	1		Reading (Wonders of the Modern World), Informal Speeches
4	1		Present Simple and Continuous, Passive
5	1		Sports events, Dates & Numbers, SMS & Emails
6	1		Art and literature, reading (illustrator and writer)
7	1		Binding and permitting, demand and supply
8	1		Nationalities and countries - reading (how to behave tactfully when traveling)
9	1		Forms of expression for the future: going to—will – present continuous
10	1		Weather Forecast Description, Read (My Vacation Type), How to Reserve
11	1		Interrogative forms using like ,
12	1		signals and sounds,
13	1		Review the first six units
14	1		Exam
15	1		Present Perfect and Past Simple, Passive Present Perfect
16			If conditional cases, types of adjectives,
17	1		Suggestions, Reading
18	1		Probability formulas: must, could, might, can't, must have, could have, might have, can't have
19	1		Personality traits, agreement and difference, reading
20	1		Present Perfect Continuous, Time Expressions, Compound Nouns
21	1		Quantity Express, Reading
22	1		Information Exchange, CV Writing
23	1		Indirect question, short questions, Terminology
24	1		Informal English, Reading (How much do you know about your world),
25-27	1		Review unit 1-6
28-29	1		Review unit 6-14
30			Exam

## 11. References

<b>1. Textbooks</b>	Intermediate New Headway Plus By: John Soars & Liz Soars
<b>2. References</b>	- Alexander, L G. Developing Skills: Student's Book (New Concept English)

<b>3. Recommended readings</b>	Raymond, Murphy. English Grammar in Use (2nd ed.). Cambridge University Press. Quirk, R. et.al. (1972). A Comprehensive Grammar of English. London: Longman.
<b>4. Electronic/ Online references</b>	Google Books Google Scholar engvid.com

## 12. Course improvement plan

1. Frequent reviews for the curriculum.
2. Attending Conferences of Developing English Language.
3. Using modern techniques for learning English Language.
4. Overcoming the difficulties that the students face through making them manage different situations in English Language.

	1- Course Title
	Teaching
	2- Course
324kTM	
	3- Semester
	4- Date this description was
	20
	5- Available attendance
	6- Number of study hours (total)/number of un
	32 hours
	7- Name of the course administrator (if more than one name is n
	Name: Kulthum Abd Aoun Raddam Shwaydi Al-Ba
	Kalthoomabdaon@coeduw.uobaghd



- Cognitive objectives
- Identify the concept of teaching methods and the foundations of good teaching
- Identify the meaning of lesson planning, its justifications, and prepare the training plan
- Understanding the meaning of the teaching method and evaluating each method
- Distinguishing between short- and long-term teaching goals
- Identify the meaning of the evaluation process and distinguish between measurement and evaluation
- The skills objectives of the course.
- Training the student to use the principles of good teaching in teaching
- Formulating educational objectives of all kinds and using them in teaching
- Using traditional and modern teaching methods in teaching
- Perform the skills of writing a daily teaching plan
- Emotional and value goals
- Analysis
- Conclusion
- Transferable general and qualifying skills (other skills related to employability and personal development).
- Teaching

Objectives of the study subject

#### 1. Teaching and learning strategies

lecture				The strategy
Report writing and discussion, scientific dialogue, brainstorming.				
2-Course structure				
Evaluation method	Learning method	Name of the unit or topic	Learning Outcomes required	hours
Testing and collection	lecture	Concept and foundations of teaching	The student learns about:	14
Testing and collection	lecture	Teaching objectives	The student learns about:	14
Testing and collection	lecture	Teaching methods	The student learns about:	14
Testing and collection	lecture	Planning and calendaring	The student learns about:	14
Course evaluation				
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral monthly, written exams, reports, etc.				
Learning and teaching resources				
			Required textbooks (methodology, if any)	
			Main references (sources)	
			Recommended supporting books and references (scientific journals, reports....)	
			Electronic references, Internet sites	

Course Name .1

Environmental education
Course Code .2
328 KEE
Semester/year .3
annual
Date this description was prepared .4
2024/10/20
Available attendance forms .5
daily
Number of study hours (total)/number of units (total) .6
hours/32 units 32
Name of the course administrator (if more than one name is mentioned) .7
me: Prof. <a href="#">Sajlaa Faiq Hashem Muhammad Al-Baghdadi</a> , email : <a href="mailto:sajlaafaiq@coeduw.uobaghdad.edu.iq">sajlaafaiq@coeduw.uobaghdad.edu.iq</a>
Course objectives .8

- 1 Providing the student with information, concepts, facts and ideas related to the comprehensive environment and its natural and human components to be a student  
Able to know the concept of the environment, environmental ,balance, ecosystem, environmental problems, environmental ethics .environmental awareness, education and conservation  
On the environment and its life
- 2 Developing the student's values and attitudes to preserve the environment and its living resources by empowering the ability of the Almighty Creator to  
Creating a comprehensive environment, enhancing the role of scientists in preserving the environment and empowering the role of state institutions in preserving the environment
- 3 Providing the student with various skills to maintain and preserve the environment by monitoring negative and positive .phenomena and expressing them in writing  
.Reports, drawing, or collecting pictures

**Objectives of study subject**

Teaching and learning strategies .9

**The strateg**

Lecture, discussion, dialogue, brainstorming -					
Course structure . 0					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
the exams	lecture	The emergence of environmental education		2	1
the exams	lecture	Its justifications		2	2
the exams	lecture	Its goals		2	3
the exams	lecture	Basic environmental concepts		2	4
the exams	lecture	The role of environmental education in preserving the environment		2	5
the exams	lecture	Environmental activity		2	6
the exams	lecture	Environmental education learning strategy		2	7
the exams	lecture	Environmental education and sustainable development		2	8
the exams	lecture	Local environment concept		2	9
the exams	lecture	Means of protection		2	10
the exams	lecture	Environmental culture		2	11
the exams	lecture	Environmental education and its relationship with other sciences		2	12
the exams	lecture	Environmental activity/psychological balance		2	13
the exams	lecture	Exam		2	14

the exams	lecture	Definition of healthy environmental education, its concepts and methods	2	15
the exams	lecture	Health education means and environmental health services	2	16
the exams	lecture	Environmental factors affecting human health	2	17
the exams	lecture	Health education goals	2	18
the exams	lecture	Kindergarten and healthy environment	2	19
the exams	lecture	Environmental upbringing of the Arab child	2	20
the exams	lecture	Health services provided to kindergarten students	2	21
the exams	lecture	The importance of the natural environment for our children	2	22
the exams	lecture	The effect of radiation on the pregnant mother and types of radiation	2	23
the exams	lecture	Modern techniques of radiation therapy	2	24
the exams	lecture	Developing environmental awareness in children	2	25
the exams	lecture	Benefits of nuclear energy	2	26
the exams	lecture	Attitudes and environmental conscience of kindergarten children	2	27

the exams	lecture	Pollution from factory waste and its impact on the environment	2	28
the exams	lecture	Pollution from factory waste and its impact on the environment	2	29
		Written exam	2	30
		review	2	31
Course evaluation .1				
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc				
Learning and teaching resources .1				
Workshops, use of periodicals and the Inter		Required textbooks (methodology, if any)		
Environmental Education, Mother Dr. Iyad Ashour Al-Taie Environmental Psychology (Dr. Abdul Rahman Muhammad Environmental introduction: Prof. Dr. Mal Ismail		Main references (sources)		
		Recommended supporting books and references (scientific journals, reports....)		
		Electronic references, Internet sites		

Course Name .1
So the child saddled him
Course Code .2
330 KCP
Semester/ year .3
annual
Date this description was prepared .4
2024/10/20
A. Available attendance forms .5
daily
Number of study hours (total)/number of units (total) .6
hours/32 units 32
Name of the course administrator (if more than one name is mentioned) .7
: Name : A.M.D. <u>Samar Ghani Hussein Aliwi Al-Hamdani</u> Email
Samar@coeduw.uobaghdad.edu.iq

<p>A- Cognitive objectives</p> <p>A1- Scientific principles and functional aspects</p> <p>Highlighting general principles and_ important mechanisms</p> <p>For the interrelationships between the _ basics of children's physiology</p> <p>Knowledge of the physiology of the organs_ and the harmony of the organs in their work</p> <p>Realizing the Creator's ability and the _ wonderful creation he has made of the finest creature, which is man</p> <p>Understanding some physiological diseases _ related to the child's body systems</p> <p>B - The skills objectives of the course</p> <p>B1 - Conduct a case study for each child in the kindergarten</p> <p>B2 - Writing reports about children</p> <p>D - General and qualifying transferable skills other skills related to employability and ) .(personal development</p> <p>D1- Discussion</p> <p>D2- Asking questions</p> <p>D3- Writing reports</p>	<b>Objectives of the study subject</b>
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## Teaching and learning strategies .9

Lecture practical application ,- brainstorming - feedback Discussion And dialogue Scientific Open	<b>The strategy</b>
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## Course structure .10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
the exams	lecture	Physiology, its general fields and principles ( exchange ,of substances	Physiology, its general fields and ) principles exchange of	2	1

		metabolism, internal (coordination	,substances metabolism, internal (coordination		
the exams	lecture	Homeostasis	Homeostasis	2	2
the exams	lecture	Reproductive physiology, female reproductive system	Reproductive physiology, female reproductive system	2	3
the exams	lecture	Reproductive physiology, female reproductive system	Reproductive physiology, female reproductive system	2	4
the exams	lecture	Puberty and the factors affecting it	Puberty and the factors affecting it	2	5
the exams	lecture	Reproductive physiology, male reproductive system	Reproductive physiology, male reproductive system	2	6
the exams	lecture	,Fertilization pregnancy and delivery	,Fertilization pregnancy and delivery	2	7
the exams	lecture	Childbirth and infants	Childbirth and infants	2	8
the exams	lecture	The mammary glands and their stages of development	The mammary glands and their stages of development	2	9
the exams	lecture	Some physiological diseases that affect the mother and the child	Some physiological diseases that affect the mother and the child	2	10
the exams	lecture	the first exam	the first exam	2	11
the exams	lecture	Glands, hormones and their ethers Physiological	Glands, hormones and their ethers Physiological	2	12
the exams	lecture	Some disorders Physiological	Some disorders Physiological	2	13
the exams	lecture	Second exam	Second exam	2	14
the exams	lecture	Regulating body temperature and temperature changes	Regulating body temperature and temperature changes	2	15



the exams	lecture	Urinary system Kidney components of urine	Urinary system Kidney components of urine	2	16
the exams	lecture	The central nervous system	The central nervous system	2	17
the exams	lecture	peripheral nervous system	peripheral nervous system	2	18
the exams	lecture	Autonomic nervous system	Autonomic nervous system	2	19
the exams	lecture	Third exam	Third exam	2	20
the exams	lecture	Muscles and their types	Muscles and their types	2	21
the exams	lecture	Blood and plasma protein functions	Blood and plasma protein functions	2	22
the exams	lecture	RH factor and components of the cardiovascular system	RH factor and components of the cardiovascular system	2	23
the exams	lecture	Components of the cardiovascular system and blood pressure	Components of the cardiovascular system and blood pressure	2	24
the exams	lecture	Breathing and parts of the respiratory system	Breathing and parts of the respiratory system	2	25
the exams	lecture	Components of inhaled and exhaled air and respiratory volumes	Components of inhaled and exhaled air and respiratory volumes	2	26
the exams	lecture	The digestive system and its organ functions	The digestive system and its organ functions	2	27
the exams	lecture	The digestive system and its organ functions	The digestive system and its organ functions	2	28
the exams	lecture	Games and their effect on the respiratory and digestive systems	Games and their effect on the respiratory and digestive systems	2	29

the exams	lecture	Review and guidance on child physiology and diseases	Review and guidance on child physiology and diseases	2	30
the exams	lecture	Review and guidance on child physiology and diseases	Review and guidance on child physiology and diseases	2	31
the exams	lecture	Layers of the local environment	Layers of the local environment	2	32
Course evaluation.11					
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc					
Learning and teaching resources.12					
			Required textbooks (methodology, if any)		
			Main references (sources)		
			Recommended supporting books and references (scientific journals, reports....)		
			Electronic references, Internet sites		

1. Course Name
Educational Research Methods
2. Course Code
/
3. Semester/Year
Annual
4. Date of preparation of this description
14/3/2024
5. Available Attendance Forms
weekly attendance
6. Number of credit hours (total) / number of units (total)
4 hours 4 units
7. Course administrator name (if more than one name)
Naname: ALALean: professor. Dr. Altaf Yassin Khader <a href="mailto:prof.altaf@coeduw.uobaghdad.edu.iq">prof.altaf@coeduw.uobaghdad.edu.iq</a>
8. Course Objectives

<b>Course Objectives</b>	<p>Learn to choose a research problem</p> <p>Learn the steps of scientific research</p> <p>Learn to choose a population and sample</p>
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#### 9. Teaching and learning strategies

<b>Strategy</b>	Discussion – lecture – practical application
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#### 10. Course Structure

The week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
	4	The concept of research methods	The concept of research methods: presentation of previous research models	Vocabulary presentation, course description and introductory lecture	
2	4	Science and its objectives	The concept of research methods: presentation of previous research models		Oral
3	4	The importance of scientific research for society, its characteristics	Discussion with examples	Lecture, discussion and presentation of research models	Oral

4	4	The problem of the study and its sources	Choosing problems for discussion, drafting research titles	Lecture, discussion and presentation of models	Oral
5	4	Research community, definitions and types	Illustration of writing types of community tables	Lecture, discussion and presentation of schedules	Oral
6	4	Sample definition – benefits	Using sample models and tables in research	Lecture, discussion and explanation of examples	Oral
7	4	Selection methods (simple random sample	Display research titles with sample table writing	Lecture Application Examples	Oral
8	4	Stratified sample	use calculation equations with examples,	Lecture Application Examples	Oral
9	4	Regular and multistage sample	How it is calculated	Lecture Application Examples	Oral
10	4	Casual Sample, Intentional, Rations	Practical examples	Lecture Application Examples	Oral
11	4	Written exam			
12	4	Questionnaire, and its types	Application of questionnaire types	Lecture Application Examples	Oral
13	4	Interview, Observation	Apply the Guidance Interview Form, Write a Note Form	Lecture Application Examples	Oral

14	4	audition	Summarizing a test model and scale from previous research	Lecture Application Examples	Oral
15	4	Descriptive research methodology, definition and characteristics	View and summarize descriptive research models	Lecture Application Examples	Oral
16	4	Survey Study Trends	Writing the steps of a survey and a study on trends	Lecture Application Examples	Oral
17	4	Work Analysis Study Content Analysis Study	Apply the work analysis research steps Apply content analysis research steps	Lecture Application Examples	Oral
18	4	Comparative and comparative study of causes	Table of comparison between the two types of studies	Lecture Application Examples	Oral
19	4	The historical method, its definition, sources, and research writing plan	View the steps to write a historical research form	Lecture Application Examples	Oral
20	4	examination			editorial
21	4	The experimental method, its definition, its variables	Examples of variables	Lecture Application Examples	Oral
22	4	Experimental design, definition	Experimental Research Presentation	Lecture Application Examples	Oral

23	4	Types, One Set Design	Apply a research title to each design and draw it	Lecture Application Examples	Oral
24	4	The two groups (control and experimental)	Apply a research title to each design and draw it	Lecture Application Examples	Oral
25	4	The four groups	Apply a research title to each design and draw it	Lecture Application Examples	Oral
26	4	Systems Approach	View a search form	Lecture Application Examples	Oral
27	4	Inputs, Processes and Outputs	Apply vocabulary to a search title	Lecture Application Examples	Oral
28	4	Writing the research in its final form	The student applies writing a mini-research	Lecture Application Examples	Editorial

Course Name .1
Studies in kindergarten curricula
Course Code .2
325 kSKC
Semester/year .3
annual
Date this description was prepared .4
2024/10/20
Available attendance forms .5
daily
Number of study hours (total)/number of units (total) .6
hours 32
Name of the course administrator (if more than one name is mentioned) .7

Name: Professor [Anwar Fadel Abdel Wahab Razouki Al-Shouk](mailto:Anwar@coeduw.uobaghdad.edu.iq) Email  
Anwar@coeduw.uobaghdad.edu.iq

#### objectives Course .8

<p><b>A- Cognitive objectives</b> That the student realizes her role in the -A1 educational process- A2To realize the importance of modern methods in teaching- A3 Provides the student with scientific concepts inteaching</p> <p><b>B - The skills objectives of the course</b> That the student can develop a - B1 teaching plan- B2: To be able to create and use an educational tool- u must have a special: B3 • skill in teaching</p> <p><b>C- Emotional and value goals</b> To feel her role in teaching : C1- C2: Calculating the value of the educational process- To feel self-confident: A3 •</p>	<b>Objectives of the study subject</b>
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#### Teaching and learning strategies .9

Lecture, practical application- brainstorming- feedback Discussion and dialogue for open science	<b>The strategy</b>
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#### Course structure .10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
the exams	lecture	Give vocabulary and an overview of the material		4	1
the exams	lecture	Development of the concept of curriculum	Overview	4	2
the exams	lecture	Traditional concept	Definition of curriculum	4	3
the exams	lecture	Towards a broad concept of curriculum	Definition of curriculum	4	4

the exams	lecture	The modern concept of method – method and goodness	Definition of curriculum	4	5
the exams	lecture	Foundations of curriculum construction – the curriculum and the student	Foundations of the curriculum	4	6
the exams	lecture	Curriculum and student development (children)	Foundations of the curriculum	4	7
the exams	lecture	The curriculum and the needs of the – students (children) The curriculum and the inclinations of the students (children)	Foundations of the curriculum	4	8
the exams	lecture	The curriculum and its connection to the environment and society	Foundations of the curriculum	4	9
the exams	lecture	Curriculum and contemporary technological developments in kindergartens	Foundations of the curriculum	4	10
the exams	lecture	=	Foundations of the curriculum	4	11
the exams	lecture	Building the – curriculum educational objectives	Foundations of the curriculum	4	12
the exams	lecture	Selecting and organizing educational experiences in – kindergarten evaluating the – curriculum evaluating the	Foundations of the curriculum	4	13



		kindergarten child's experiences			
the exams	lecture	First semester exam		4	14
the exams	lecture	Half year holiday		4	15
the exams	lecture	Contemporary trends in building kindergarten curricula	Foundations of the curriculum	4	16
the exams	lecture	=		4	17
the exams	lecture	The model that is concerned with the development of the child – the verbal perception model	The model that is concerned with the development of the child – the verbal perception model	4	18
the exams	lecture	=	=	4	19
the exams	lecture	=	=	4	20
the exams	lecture	– Perceptual Model Verbal Learning Model	– Perceptual Model Verbal Learning Model	4	21
the exams	lecture	=	=	4	22
the exams	lecture	=	=	4	23
the exams	lecture	Study units	Identify the study units	4	24
the exams	lecture	Types of study units	Identify the types	4	25
the exams	lecture	The role of the teacher in unit planning	Learn about the role of the teacher	4	26
the exams	lecture	The kindergarten teacher and her role ,in building developing and implementing kindergarten curricula	Learn about the role of the teacher	4	27
the exams	lecture	=	=	4	28
the exams	lecture	=	=	4	29
the exams	lecture	=	=	4	30
the exams	lecture	=	=	4	31
the exams	lecture	Second semester exam		4	32

Course evaluation .11

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc	
Learning and teaching resources .12	
	Required textbooks (methodology, if any)
	Main references (sources)
	Recommended supporting books and references (scientific journals, reports....)
	Electronic references, Internet sites

13. Course Name:	
Making dolls and toys	
14. Course Code:	
326 kDTIC	
15. Semester / Year:	
Annual	
16. Description Preparation Date:	
24-2-2024	
17. Available Attendance Forms:	
Daily	
18. Number of Credit Hours (Total) / Number of Units (Total)	
32 hours	
19. Course administrator's name (mention all, if more than one name)	
Name: Jenan L. Hashem Email: jenan.l@coeduw.uobaghdad.edu.iq	
20. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> <li>• A– Knowledge Objectives</li> <li>• A1– Identify the characteristics of puppet theater</li> <li>• A2– Identify the types of puppet theater</li> <li>• A3– Introducing the student to the importance of puppet theater for the child</li> <li>• B – Course skills objectives</li> <li>• B1 – The skill of planning and designing puppets</li> <li>• B2– The skill of forming toys and dolls from clay</li> <li>• B3 – The skill of preparing and implementing theatrical performances.</li> </ul>
21. Teaching and Learning Strategies	

<b>Strategy</b>	Lecture, practical application - brainstorming - feedback Open scientific discussion and dialogue
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## 22. Course Structure

<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
1	4	Overview	A general idea about the history of puppet theatre	lecture	the exams
2	4	Definition characteristics	Characteristic s of puppet theater	lecture	the exams
3	4	Definition of Types	Types of puppet theater	lecture	the exams
4	4	Doll Definition	Marionette	lecture	the exams
5	4	Doll Definition	Marionette	lecture	the exams
6	4	Doll Definition	Glove dolls	lecture	the exams
7	4	Doll Definition	Glove dolls	lecture	the exams
8	4	Doll Definition	Stick dolls	lecture	the exams
9	4	Doll Definition	Stick dolls	lecture	the exams
10	4	Definition of the Black Theater	Black theatre	lecture	the exams
11	4	Definition of the Black Theater	Black theatre	lecture	the exams
12	4	Shadow Fantasy	Shadow Fantasy	lecture	the exams
13	4	Shadow Fantasy	Shadow Fantasy	lecture	the exams
14	4	Designing characters and makeup for puppet theater types	Designing characters and makeup for puppet theater types	lecture	the exams
15	4	Puppet Theater Décor	Puppet Theater Decor	lecture	the exams
16	4	Puppet Theater Scenes Design	Puppet Theater Scenes Design	lecture	the exams

17	4	Puppet Theatre Visits	Puppet Theatre Visits	lecture	the exams
18	4	Lighting methods in puppet theater	Lighting methods in puppet theater	lecture	the exams
19	4	Music at the Puppet Theater	Music at the Puppet Theater	lecture	the exams
20	4	Puppet Theater Sound Effects	Puppet Theater Sound Effects	lecture	the exams
21	4	Training on moving types of brides	Training on moving types of brides	lecture	the exams
22	4	Directing in the puppet theater	Directing in the puppet theater	lecture	the exams
23	4	Training students to study the text	Training students to study the text	lecture	the exams
24	4	Theatrical scenery design	Theatrical scenery design	lecture	the exams
25	4	Choosing the right design	Choosing the right design	lecture	the exams
26	4	Design implementation	Design implementation	lecture	the exams
27	4	Split design groups	Split design groups	lecture	the exams
28	4	Performance training	Performance training	lecture	the exams
29	4	Conduct a rehearsal	Conduct rehearsal	lecture	the exams
30	4	Role acting	Role acting	lecture	the exams
31	4	Submit offers	Submit offers	lecture	the exams
32	4	Submit offers	Submit offers	lecture	the exams

### 23. Course Evaluation

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

### 24. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	- Ahmed, Zainab Abdel Amir (2018), Puppet Theater, Educational Semiotic Connotations, University House for

	Printing, Publishing and Translation, Iraq. - Samir, Hikmat Ahmed (2016) Children's Theater, 1st edition, Al-Janadriyah Publishing and Distribution, Amman, Jordan. - Ahmed, Nahla Muhammad Farouk (2008), Preparing theater puppets for nurseries and kindergartens, 1st edition, Dar Al-Ilm and Al-Iman for Publishing and Distribution, Egypt.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Name .1	
Child mental health	
Course Code .2	
331 KCPH	
Semester/year .3	
annual	
Date this description was prepared .4	
2024/10/20	
Available attendance forms .5	
daily	
Number of study hours (total)/number of units (total) .6	
hours/32 units 32	
Name of the course administrator (if more than one name is mentioned) .7	
:the name : Ami -Prof. Dr. Elham Fadhil Abbas Alilham.fadhil@coeduw.uobaghdad.edu	
objectives Course .8	
Introducing students to the meaning of mental health in general, psychological and physical diseases, methods of psychological treatment as well as the most important behavioral disorders	<b>Objectives of the study subject</b>
Teaching and learning strategies .9	
Lecture, practical application- brainstorming- feedback Open scientific discussion and dialogue	<b>The strategy</b>

Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
the exams	lecture	Meaning of mental health	Definition of mental health	2	1
the exams	lecture	Life as a process of assignment	Meaning of adaptation	2	2
the exams	lecture	The child and his assignment	Meaning of adaptation	2	3
the exams	lecture	The teenager and his assignment	teenager	2	4
the exams	lecture	Frustration and its types	Frustration	2	5
the exams	lecture	Conflict/its causes and types	Conflict	2	6
the exams	lecture	Anxiety / concept / types symptoms /	Anxiety and its types	2	7
the exams	lecture	Causes and sources of anxiety	Causes of anxiety	2	8
the exams	lecture	Adaptation methods	How to adapt	2	9
the exams	lecture	Classification of psychological and mental illnesses	Types of mental illness	2	10
the exams	lecture	Symptoms of psychological and mental illnesses	Symptoms of mental illness	2	11
the exams	lecture	Neurological diseases	Neurological diseases	2	12
the exams	lecture	Neural transformation	Nervous dystrophy	2	13
the exams	lecture	Phobia		2	14
the exams	lecture	Exam	Definition of phobia	2	15
the exams	lecture	Difficulty in pronunciation		2	16
the exams	lecture	Psychosomatic diseases	Definition of phobia	2	17

the exams	lecture	Physical symptoms	Difficulty in pronunciation	2	18
the exams	lecture	Personality disorders	Definition of psychosomatic diseases	2	19
the exams	lecture	Mental retardation/manifestations and symptoms	Personal illnesses	2	20
the exams	lecture	Mental retardation/social methods and implications	Personality disorders	2	21
the exams	lecture	Psychotherapy	Mental retardation	2	22
the exams	lecture	Mental health in school	Mental retardation	2	23
the exams	lecture	Basic variables in achieving mental health in school	treatment	2	24
the exams	lecture	Behavioral disorders in children	Overview	2	25
the exams	lecture	- Anxiety disorders eating disorders		2	26
the exams	lecture	- Sleep disorders movement disorders	Definition of behavioral disorders	2	27
the exams	lecture	Individual psychological services	Definition of anxiety	2	28
the exams	lecture	Child mental health	Definition of sleep disorder	2	29
the exams	lecture	Individual psychological services		2	30
the exams	lecture	Individual psychological services		2	31
	Editorial	Exam		2	32
Course evaluation .11					
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc					
Learning and teaching resources .12					
Radwan, Samer Jameel, Mental Health, 3rd edition, Dar Al-Masirah for Publishing and .Distribution, Amman, 2009			Required textbooks (methodology, if any)		

Mental Health: Professor Jamal Hussein Al-Alusi – University of Baghdad / College of Education (methodical book) Child mental health: A. Dr.. Abdel Bari Muhammad Daoud, 2008 (auxiliary source)	
	Main references (sources)
	Recommended supporting books and references (scientific journals, reports....)
	Electronic references, Internet sites

## The fourth stage

Course Name .1
Music education for kindergarten children
Course Code .2
442 kfmc
Semester/ year .3
annual
Date this description was prepared .4
2024/10/20
A. Available attendance forms .5
daily
Number of study hours (total)/number of units (total) .6
hours/32 units 32
Name of the course administrator (if more than one name is mentioned) .7
the name: M.D Ethar Manser Shaalan , M.D. Zahraa Zaid Shafiq Al-Obaidi :tend to n't I do ethar.muntasser@coeduw.uobaghdad.edu.iq <a href="mailto:zahraa-zaid1979@coeduw.uobaghdad.edu.iq">zahraa-zaid1979@coeduw.uobaghdad.edu.iq</a>
objectives Course .8



Providing fourth-stage students with information and basic principles about music and music education and its importance for kindergarten children and its tasks in kindergarten, about music schools and theories and their basic rules for the kindergarten teacher, about the importance of purposeful and entertaining educational chants and songs and teaching them to kindergarten children , and knowing musical taste and its importance for the kindergarten ,child and its goals. As for the practical aspect providing students with the basic concepts of children’s music, musical rhythm for kindergarten children, musical scales, and simple and important musical instruments for kindergarten children, and training on them with children in the applied kindergarten in the college and affiliated .with the department	Objectives of the study subject				
Teaching and learning strategies .9					
Lecture, practical application- storming Mental- Nutrition The return and e-learning Discussion And dialogue Open science					The strategy
Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
the exams	lecture	and origins of music Its sources, its philosophy	and origins of music Its sources, its philosophy	4	1
the exams	lecture	Its rules, theories and schools of music education	Its rules, theories and schools of music education	4	2
the exams	lecture	,Definition of music characteristics of music, the impact of	,Definition of music characteristics of music, the impact of	4	3

		music on human life the impact of music , .on the child	music on human life the impact of , .music on the child		
the exams	lecture	education in early childhood and its implications Positive effect on the child	education in early childhood and its implications Positive effect on the child	4	4
the exams	lecture	The meaning of music education , the location of music education in the , educational process the tasks of music education, the effect of music on the child's general development, the goals of music education in childhood	The meaning of , music education the location of music education in the educational process , the tasks of music education, the effect of music on the child's general development, the goals of music education in childhood	4	5
the exams	lecture	Objectives of musical education in childhood , musical development before and after kindergarten, musical education homes	Objectives of musical education in childhood , musical development before and after ,kindergarten musical education homes	4	6
the exams	lecture	, musical sound , characteristics of the musical work	, musical sound , characteristics of the musical work	4	7
the exams	lecture	Music : science, art and language, human voices, their stages and divisions	Music : science, art ,and language human voices, their stages and divisions	4	8
the exams	lecture	Musical abilities	Musical abilities of kindergarten children	4	9

the exams	lecture	Kindergarten children's favorite . musical tunes Kindergarten children's musical tendencies and abilities	Kindergarten children's favorite . musical tunes Kindergarten children's musical tendencies and abilities	4	10
the exams	lecture	response to music	response to music	4	11
the exams	lecture	Musical activity in kindergarten . The foundations of choosing appropriate music for children to listen to	Musical activity in kindergarten . The foundations of choosing appropriate music for children to listen to	4	12
the exams	lecture	Characteristics of a .music teacher	Characteristics of a .music teacher	4	13
the exams	lecture	Kindergarten children's favorite and familiar machines and tools and training on them	Kindergarten children's favorite and familiar machines and tools and training on them	4	14
the exams	lecture	Theoretical exam	Theoretical exam	4	15
the exams	lecture	Musical intelligence of kindergarten children and its development	Musical intelligence of kindergarten children and its development	4	16
the exams	lecture	songs , definition of the song, its importance for ,childhood	songs , definition of the song, its importance for ,childhood	4	17
the exams	lecture	Characteristics of ,children's songs objectives of songs presented to children	Characteristics of ,children's songs objectives of songs presented to .children	4	18
the exams	lecture	Objectives of songs presented to children, how	Objectives of songs presented to children, how	4	19

		children learn songs and chants, children's inclinations for songs, conditions for choosing children's .songs	children learn songs ,and chants children's inclinations for songs, conditions for choosing children's .songs		
the exams	lecture	Kindergarten children's musical band	Kindergarten children's musical band	4	20
the exams	lecture	Application period for female students	Application period for female students	4	21
the exams	lecture	Application period for female students	Application period for female students	4	22
the exams	lecture	Application period for female students	Application period for female students	4	23
the exams	lecture	Application period for female students	Application period for female students	4	24
the exams	lecture	Application period for female students	Application period for female students	4	25
the exams	lecture	Application period for female students	Application period for female students	4	26
the exams	lecture	manners, movements and dance , musical rhythm	,manners movements and dance , musical rhythm	4	27
the exams	lecture	Imitating and distinguishing different sounds/sounds of ,animals and birds vocal devices and raw materials, and what is their role in ,children's music	Imitating and distinguishing different sounds/sounds of ,animals and birds vocal devices and raw materials, and what is their role in ,children's music	4	28
the exams	lecture	Folk musical ,melodies, their roles and how to use them	Folk musical ,melodies, their roles and how to use them for	4	29

		for kindergarten ... children	kindergarten ... children		
the exams	lecture	Musical games and their types , popular ,musical games musical taste and its goals, the importance .of musical taste	Musical games and their types , popular ,musical games musical taste and its goals, the importance of .musical taste	4	30
the exams	lecture	Music taste and its goals, the importance .of musical taste The pillars of musical appreciation ( listening) Dimensions of .listening	Music taste and its goals, the importance of .musical taste The pillars of musical appreciation ( listening) Dimensions of .listening	4	31
the exams	lecture	Comprehensive exam	Comprehensive exam	4	32
Course evaluation.11					
<p>Exams Monthly Theoretical From 15 the exam Practical From 10 It includes the activities Extracurriculars With what In which sharing events Musical And industry The machines Musical</p>					
Learning and teaching resources.12					
Mardan, Najm al-Din Ali, Hussein al-Azami (1990) Principles of Music Education in Kindergartens, Baghdad - Iraq, Baghdad University Press 2- Al-Obaidi, Zahraa Z Shafiq, (2022) Principles of Music Education in Kindergartens , first edition , Science Center Press, Baghdad			Required textbooks (methodology, if any)		
-1 - :Abdul Hadi, Nabil and others 0, (2002) Art, Music and Drama in Child Raising 0 Jordan: Dar Al-Safaa for Printing, Publishing and Distribution 0			Main references (sources)		

- 2 ,Arifaj , Sami, and Mona Abu Taha 0  
Programs for Pre-School Children 0 :(2001)  
Jordan: Dar Al-Fikr for Printing ,(1st edition)  
Publishing and Distribution 0
- 3 :Al-Nashif, Hoda Mahmoud 0, (2001)  
Learning and teaching strategies in early  
childhood. Cairo: Dar Al-Fikr Al-Arabi 0
- 4 :Al-Dabaa, Thanaa Youssef (2001)  
Learning Linguistic and Religious Concepts in  
Children (1st Edition), Cairo: Dar Al-Fikr Al-  
Arabi 0
- Al -5 ,Shennawi, Muhammad Hassan et al. 0  
Arabic Children's Literature (Studies :(2001)  
and Research) 0 (1st edition), Cairo: Egyptian  
.Lebanese Publishing House 0
- 6 :Abu Maal, Abdel Fattah 0, (2000)  
"Children's Literature "Study and Application  
Amman: Dar Al-Shorouk for ,(2nd edition) 0  
Publishing and Distribution 0
- 7 Qaddouri, Hussein , (1999): Musical  
:Education for Children (1st edition), Baghdad  
General Cultural Affairs House for Publishing  
.and Distribution
- 8 Al-Zayani , Souad Ahmed ( D.N. ): A  
musical education guide for the kindergarten  
:teacher (1st edition), Arab Republic of Egypt  
Al-Shorouk Press for Publishing and  
.Distribution
- 9 Al-Nawaisa, Abeer , (2002): Children's  
Literature in Jordan (Form and Content), (1st  
edition), Amman - Jordan: Arab Press for  
.Publishing and Distribution
- 10 Ishaq, Hossam Yacoub (1987): Musical  
education for children aged 3-6 years. (1st  
edition), Baghdad - Iraq, Ministry of Culture  
and Information, Children's Culture House for  
.Publishing and Distribution
- 11 Qaddouri, Hussein , (1987): The Small  
- Musical Encyclopedia, (1st edition), Baghdad

,Iraq, Ministry of Culture and Information Children's Culture House for Publishing and .Distribution	
	Recommended supporting books and references (scientific journals, reports... )
	Electronic references, Internet sites

Course Name .1	
Raising a child (special education)	
Course Code .2	
435 kRCSB	
Semester/year .3	
annual	
Date this description was prepared .4	
2024/10/20	
Available attendance forms .5	
daily	
Number of study hours (total)/number of units (total) .6	
hours/32 units 32	
Name of the course administrator (if more than one name is mentioned) .7	
:Name: Prof. Dr. Jameela Rahim Abd Shather Al-Waeli Email jameelahraheemabed@coeduw.uobaghdad.edu.iqd.edu.iq	
objectives Course .8	
<b>Identifying the categories</b> • <b>.of unusual children</b> <b>Learn about the most</b> • <b>important programs for</b> <b>extraordinary children</b> <b>Learn about the most</b> • <b>important programs for</b> <b>extraordinary children</b> •	<b>Objectives of the study subject</b>
Teaching and learning strategies .9	

Brainstorming -1 Feedback -2 Open scientific discussion and dialogue -3					The strategy
Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
the exams	lecture	The concept of special education	The concept of special education	2	1
the exams	lecture	The historical aspect of special education	The historical aspect of special education	2	2
the exams	lecture	,Mental retardation ,its causes, prevalence ,classifications diagnosis, training and educational programs	,Mental retardation ,its causes ,prevalence ,classifications diagnosis, training and educational programs	2	3
the exams	lecture	Theories that explained backwardness and superiority	Theories that explained backwardness and superiority	2	4
the exams	lecture	,Visual impairment its causes, percentages ,Its prevalence ,classification diagnosis	,Visual impairment ,its causes percentages ,Its prevalence ,classification diagnosis	2	5
the exams	lecture	Training programs for the visually impaired	Training programs for the visually impaired	2	6
the exams	lecture	Slow learning, its causes, rates ,Its prevalence ,classification diagnosis	Slow learning, its causes, rates ,Its prevalence ,classification diagnosis	2	7
the exams	lecture	Exam	Exam	2	8



the exams	lecture	Training and educational programs for slow people	Training and educational programs for slow people	2	9
the exams	lecture	Guidance programs for all disabled people, guidance programs for parents	Guidance programs for all disabled people, guidance programs for parents	2	10
the exams	lecture	The mentally superior, its causes and proportions	The mentally superior, its causes and proportions	2	11
the exams	lecture	Classification and diagnosis	Classification and diagnosis	2	12
the exams	lecture	The role of parents in supporting children with special .needs	The role of parents in supporting children with special .needs	2	13
the exams	lecture	Educational programs for people with special needs	Educational programs for people with special needs	2	14
the exams	lecture	B - Integration - Programme. C Parent and Child Programme	B - Integration - Programme. C Parent and Child Programme	2	15
the exams	lecture	Exam	Exam	2	16
the exams	lecture	D - Child program -for children. T Integration program between kindergarten and the environment	D - Child program -for children. T Integration program between kindergarten and the environment	2	17
the exams	lecture	G- Home visits .program	G- Home visits .program	2	18
the exams	lecture	Behavior modification strategies for mentally retarded children	Behavior modification strategies for mentally retarded children	2	19

the exams	lecture	Behavior modification strategies for mentally retarded children	Behavior modification strategies for mentally retarded children	2	20
the exams	lecture	Exam	Exam	2	21
the exams	lecture	application	application	2	22
the exams	lecture	application	application	2	23
the exams	lecture	application	application	2	24
the exams	lecture	application	application	2	25
the exams	lecture	application	application	2	26
the exams	lecture	application	application	2	27
the exams	lecture	Methods of preparing special programs for the disabled for all types .of disabilities	Methods of preparing special programs for the disabled for all types .of disabilities	2	28
the exams	lecture	Supplementing the methods of preparing special programs for the disabled for all .types of disabilities	Supplementing the methods of preparing special programs for the disabled for all types .of disabilities	2	29
the exams	lecture	:Other diseases epilepsy, heart disease	:Other diseases epilepsy, heart disease	2	30
the exams	lecture	Types of paralysis	Types of paralysis	2	31
the exams	lecture	Second semester exam	Second semester exam	2	32
Course evaluation .11					
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily .preparation, daily, oral, monthly, written exams, reports, etc					
Learning and teaching resources .12					
			Required textbooks (methodology, if any)		
Tayseer Mufleh Lawadha, Omar Fawaz .1 Abdel Aziz, <b>Introduction to Special</b>			Main references (sources)		

<p><b>Education</b> , 1st edition, Dar Al-  , Masirah, 2003, 5th edition, 2011  . Amman</p> <p>Ahmed Abdel Halim Oribat, <b>Guidance</b> .2  <b>for people with special needs and</b>  <b>,their families</b> , first Arabic edition  . Amman, Dar Al-Shorouk, 2010</p> <p>Iman Abbas Al-Khafaf, <b>The</b> .3  <b>Comprehensive Training File for the</b>  <b>Unusual Child</b> , first edition, Dar Al-  , Mahraj for Publishing and Distribution  . Amman, 2011</p>	
	Recommended supporting books and references (scientific journals, reports....)
Course Name .1	
Measuring and evaluating kindergarten children	
Course Code .2	
437 kcem	
Semester/ year .3	
annual	
Date this description was prepared .4	
2024/10/20	
A. Available attendance forms .5	
daily	
Number of study hours (total)/number of units (total) .6	
hours/32 units 32	
Name of the course administrator (if more than one name is mentioned) .7	
:Name: A.M.D. <a href="#">Mayada Asaad Musa Al Majidi</a> EmailMeyada@coeduw.uobaghdad.edu.iq	
objectives Course .8	
Providing students with the basic terms and principles of measurement and evaluation	<b>Objectives of the study subject</b>

Introducing students to the necessary_ procedures for preparing measuring tools					
Introducing the students to the cumulative_ ,the portfolio ,calendar fileand training them on how to use it					
Preparing a student competent in making a_ correct judgment in evaluating the child					
Teaching and learning strategies .9					
Lecture practical application ,- brainstorming - feedback Discussion And dialogue Scientific Open					The strategy
Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
the exams	lecture	Giving vocabulary and an overview of .the material	The student gets to know the vocabulary and gets an overview of the subject	4	1
the exams	lecture	A historical – overview of the development of measurement and evaluation in early .childhood . work nature :practical – Introducing the student to the nature of work in the measurement and evaluation laboratory and its contents of tests	The student’s knowledge of the historical stages through which measurement and evaluation occurred during childhood :practical – Introducing the student to the nature of work in the measurement and evaluation laboratory and its contents of tests	4	2
the exams	lecture	The meaning of – ,measurement evaluation and testing	The student knows the meaning of key terms in	4	3

		and the difference . between them = :Practical	measurement and evaluation		
the exams	lecture	=	=	4	4
the exams	lecture	The importance of – measurement and evaluation in the – educational process The importance of measuring and evaluating child . development :Practical – Introducing the student to the conditions that must be taken into account when conducting individual tests for the child, and introducing the student to the cumulative ,evaluation file .Portfolio	The student’s awareness of the importance of studying child measurement and evaluation :Practical – Introducing the student to the conditions that must be taken into account when conducting individual tests with the child , and introducing the student to the cumulative ,evaluation file .Portfolio	4	5
the exams	lecture	Objectives of – measuring and evaluating child growth = :My work –	The student’s understanding of the of measuring goals and evaluating child development	4	6
the exams	lecture	Types of – . educational calendar :Practical – Evaluating the child’s development (motor	The student knows the types of educational evaluation Practical: The student’s mastery of evaluating the child’s	4	7

			development (motor field: large muscles)		
the exams	lecture	Individual – differences: the meaning of individual ,differences manifestations of individual differences :Practical – Evaluating the child’s development (motor .field: large muscles)	The student knows the meaning of individual differences and the manifestations of individual differences = My work–	4	8
the exams	lecture	= Practical: Collecting– the student and organizing the child’s works and drawings in his own file	= Practical: It enables the student to collect and organize the child’s works and drawings in her own file	4	9
the exams	lecture	Measuring – individual differences (types of ,measurement) theoretical trends in measuring individual differences Evaluating :Practical– the child’s development (motor field: fine muscles	The student understood how to measure individual differences Practical: enables– the student to evaluate the child’s development (motor field: fine muscles	4	10
the exams	lecture	First semester exam	First semester exam	4	11
the exams	lecture	Measurement and – –evaluation tools: 1 –Test methods, 2 .Non-test methods	The student is familiar with measurement and evaluation tools experimental and) experimental (methods	4	12

		Test methods (tests and standards) – types of tests and standards = :Practical Evaluating the child's development (motor field: fine muscles	= :Practical		
the exams	lecture	Steps for designing – tests and standards ,(preparing items ,testing the test ,quantifying answers statistical analysis of ,items (difficulty ,discrimination effectiveness of incorrect alternatives) Evaluating :Practical the child's development (motor field: fine muscles	The student's the understanding of steps of designing tests and standards ,preparing the items) ,testing the test quantifying the answers, statistical analysis of the items ,difficulty) ,discrimination effectiveness of incorrect (alternatives = :Practical	4	13
the exams	lecture	= Practical: Evaluating– the child's development (mental .field)	= Practical: enables the student to evaluate the child's development (.mental field)	4	14
the exams	lecture	=	=	4	15
the exams		Half year holiday	Half year holiday	4	16
the exams		Half year holiday	Half year holiday	4	17
the exams	lecture	Steps for designing tests and standards (practical examples) Evaluating :Practical– the child's development (mental .field)	The student applies what she has learned from the steps of designing tests and standards Practical: enables– the student to evaluate the child's	4	18

			development (mental field)		
the exams	lecture	Application period	Application period	4	19
the exams	lecture	Application period	Application period	4	20
the exams	lecture	=	=	4	21
the exams	lecture	=	=	4	22
the exams	lecture	=	=	4	23
the exams	lecture	=	=	4	24
the exams	lecture	Specifications of a :good test: First Honesty and methods for extracting it Evaluating :Practical- the child's development (mental field)	The student knows the characteristics of honesty ) a good test and methods for ( extracting it Practical: enables- the student to evaluate the child's development (mental field)	4	25
the exams	lecture	= Evaluating :Practical- the child's development (linguistic field)	= Practical: enables- the student to evaluate the child's development (linguistic field)	4	26
the exams	lecture	=	=	4	27
the exams	lecture	Specifications of a :good test: Second Reliability and methods for estimating it My work: Follow up and collect all of the child's artistic works ,and contributions save them with their dates in the child's file, and have the child decorate his	The student knows the characteristics of ) a good test reliability and methods for ( evaluating it Practical: It enables- follow the student to up and collect all of the child's artistic works and contributions, save them with their	4	28



		own file and arrange .its contents	dates in the child's file, and have the child decorate his own file and arrange .its contents		
the exams	lecture	= Evaluation :practical - of child development self-reliance, social) (relations, and health	= practical: The - student was able to Evaluation of child development (self- reliance, social (relations, and health	4	29
the exams	lecture	Specifications of a :good test: Third .Objectivity .Fourth: ease :Fifth .Comprehensiveness Sixth: Codification and standards Practical: Training- the student on how to calculate the degree of growth and development of the child in all the previous areas and filling out the form for general information about .each child	The student gets to know the characteristics of a , ease ) good test ,comprehensiveness codification, and ( standards  Practical: The- student masters how to calculate the child's degree of growth and development in all previous areas and fill out the form for general information .about each child	4	30
the exams	lecture	= Practical: Training- female students on	=	4	31

		how to calculate a child's degree of growth and development in all ,the previous fields filling out the form for general information for each child, drawing the student's			
the exams	lecture	Second semester exam	Second semester exam	4	32
Course evaluation .11					
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily .preparation, daily, oral, monthly, written exams, reports, etc					
Learning and teaching resources .12					
Badir, Kariman, <b><i>Child Development – Evaluation</i></b> , 1st edition, Dar Al-Fikr Publishers .and Distributors, Amman, 2008 Worthan, C. Sui, <b><i>Evaluation in Early – Childhood Education</i></b> , translated by Mervat Muhammad Fayez, 1st edition, Dar Al-Fikr . Publishers and Distributors, Amman, 2010 Imam, Mustafa Mahmoud and Abdul – Rahman, Anwar Hussein and Al-Ajili, Sabah Hussein, <b><i>Calendar and Measurement</i></b> , Dar ,Al-Hikma for Printing and Publishing .Baghdad, 1990			Required textbooks (methodology, if any)		

Musa, Mayada Asaad, <i>evaluating the – performance of a kindergarten child using the cumulative evaluation file (portfolio)</i> , 2015	
	Main references (sources)
	Recommended supporting books and references (scientific journals, reports....)
	Electronic references, Internet sites

25. Course Name:	
<b>PRINCIPLES OF ART EDUCATION</b>	
26. Course Code:	
<b>443kfoa</b>	
27. Semester / Year:	
<b>Annual</b>	
28. Description Preparation Date:	
<b>25/2/2024</b>	
29. Available Attendance Forms:	
<b>Daily</b>	
30. Number of Credit Hours (Total) / Number of Units (Total)	
<b>32 h/32 units</b>	
31. Course administrator's name (mention all, if more than one name)	
Name: Assist. Prof. Dr. <b>SHAYMAA HARITH MOHAMMED</b> Email: <a href="mailto:shaimaa.harith@coeduw.uobaghdad.edu.iq">shaimaa.harith@coeduw.uobaghdad.edu.iq</a>  Name: Inst. <b>HIND LUAY ABDUL HAMEED</b> Email: <a href="mailto:Hind.luay@coeduw.uobaghdad.edu.iq">Hind.luay@coeduw.uobaghdad.edu.iq</a>	
32. Course Objectives	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Providing fourth–year female students with information and basic principles about the principles of art education and its importance for kindergarten children and education through art and the educational artistic taste.</li> </ul>
33. Teaching and Learning Strategies	

Strategy		1. Brainstorming 2. Feedback 3. Discussion and open scientific dialogue			
34. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1.	4	The objective of teaching art education	The objective of teaching art education	lecture	Exam
2.	4	The nature of the child before entering kindergarten	The nature of the child before entering kindergarten	lecture	Exam
3.	4	The psychology of children's drawings	The psychology of children's drawings	lecture	Exam
4.	4	Characteristics of children's drawings during the kindergarten stage	Characteristics of children's drawings during the kindergarten stage	lecture	Exam
5.	4	Pre-planning stage	Pre-planning stage	lecture	Exam
6.	4	Planning stage	Planning stage	lecture	Exam
7.	4	Exam	Exam	lecture	Exam
8.	4	The stage of preparing the formal perception	The stage of preparing the formal perception	lecture	Exam
9.	4	The stage of trying to express reality	The stage of trying to express reality	lecture	Exam
10.	4	Realistic expression stage	Realistic expression stage	lecture	Exam
11.	4	Adolescence	Adolescence	lecture	Exam
12.	4	Individual differences between children	Individual differences between children	lecture	Exam
13.	4	The impact of the environment and psychological incentives	The impact of the environment and psychological incentives	lecture	Exam

14.	4	<b>Information about raw materials</b>	<b>Information about raw materials</b>	<b>lecture</b>		<b>E</b>
15.	4	<b>Exam</b>	<b>Exam</b>	<b>lecture</b>		<b>E</b>
16.	4	<b>Half year holiday</b>	<b>Half year holiday</b>	<b>lecture</b>		<b>E</b>
17.	4	<b>Half year holiday</b>	<b>Half year holiday</b>	<b>lecture</b>		<b>E</b>
18.	4	<b>Educational applications</b>	<b>Educational applications</b>	<b>lecture</b>		<b>E</b>
19.	4	<b>Educational applications</b>	<b>Educational applications</b>	<b>lecture</b>		<b>E</b>
20.	4	<b>Educational applications</b>	<b>Educational applications</b>	<b>lecture</b>		<b>E</b>
21.	4	<b>Educational applications</b>	<b>Educational applications</b>	<b>lecture</b>		<b>E</b>
22.	4	<b>Educational applications</b>	<b>Educational applications</b>	<b>lecture</b>		<b>E</b>
23.	4	<b>Educational applications</b>	<b>Educational applications</b>	<b>lecture</b>		<b>E</b>
24.	4	<b>Artistic experiences in kindergarten</b>	<b>Artistic experiences in kindergarten</b>	<b>lecture</b>		<b>E</b>
25.	4	<b>Drawing with fingers using starch</b>	<b>Drawing with fingers using starch</b>	<b>lecture</b>		<b>E</b>
26.	4	<b>Drawing with dyes</b>	<b>Drawing with dyes</b>	<b>lecture</b>		<b>E</b>
27.	4	<b>Watercolour drawing</b>	<b>Watercolour drawing</b>	<b>lecture</b>		<b>E</b>
28.	4	<b>Chalk drawing</b>	<b>Chalk drawing</b>	<b>lecture</b>		<b>E</b>
29.	4	<b>Drawing with leaf spots using paste</b>	<b>Drawing with leaf spots using paste</b>	<b>lecture</b>		<b>E</b>
30.	4	<b>Paste sand and spray colors on it</b>	<b>Paste sand and spray colors on it</b>	<b>lecture</b>		<b>E</b>
31.	4	<b>Drawing by cutting fabric</b>	<b>Drawing by cutting fabric</b>	<b>lecture</b>		<b>E</b>
32.	4	<b>Exam</b>	<b>Exam</b>	<b>lecture</b>		<b>E</b>
35.Course Evaluation						

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports, and The approved source is binding art education for kindergarten children using a book..... etc

### 36. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Art education
Main references (sources)	<ul style="list-style-type: none"> <li>- Al-Tuni, Lamis, artistic play for children practical applications, 2012,</li> <li>- Al-Atoum, Munther Sameh, Methods of Teaching in Early Childhood Education and Its Curricula, 2007</li> <li>- Al-Hunaidi, Manal Abdel Fattah, Art Education for Kindergarten Children, Edition, Amman, Dar Al-Ma'arif for Publishing, Distribution and Printing, 2008.</li> <li>- Sahib, Zuhair and others, Studies in Art and Design, Amman, Dar Najdalawi for Publishing and Distribution, 2006.</li> </ul>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

1. Course Name:

Psychological guidance for kindergarten children

2. Course Code:

KCKC

3. Semester / Year:

annual

4. Description Preparation Date:

19-3-2024

5. Available Attendance Forms:

daily

6. Number of Credit Hours (Total) / Number of Units (Total)

30 hours

7. Course administrator's name (mention all, if more than one name)

Name: Amal dawood saleem

Email:

## 8. Course Objectives

### Course Objectives

Introducing female students to the role of psychological counseling in the lives of children, families, and the kindergarten teacher.

- Introducing female students to the meaning of psychological counselling
- Introducing female students to the meaning of psychological counseling methods and methods.
- Preparing a kindergarten teacher capable of applying psychological counseling skills (within t developmental, preventive, and therapeutic approaches) with the kindergarten child.
- Preparing a kindergarten teacher familiar with theories of guiding children.
- Preparing a kindergarten teacher familiar with practical guidance programs applied to each prob case of children.
- Preparing a kindergarten teacher capable of diagnosing children's psychological conditions and then treating them.
- Preparing a kindergarten teacher as a psycholog counselor who has precise knowledge of how to de with a child with all aspects of his personality.
- Preparing a kindergarten teacher capable of modifying problematic child behavior.
- Preparing a kindergarten teacher capable of applying psychological counseling skills (within t developmental, preventive, and therapeutic approaches) with the kindergarten child.
- Preparing a kindergarten teacher familiar with theories of guiding children.
- Preparing a kindergarten teacher familiar with practical guidance programs applied to each prob case of children.
- Preparing a kindergarten teacher capable of diagnosing children's psychological conditions and then treating them.

## 9. Teaching and Learning Strategies

### Strategy

Lecture, practical application, and discussion

## 10. Course Structure

Week	Hou rs	Required Learning Outcomes	Unit or subject name		Learning method	Evaluation method
			Theoretical	Practical		

1	4	The concept of psychological guidance for children	The concept of practical application of guidance, and showing a film or illustrative pictures and examples	Presentation of vocabulary, course description, and introductory lecture	The concept of psychological guidance for children	The concept of psychological guidance for children
2	4	Objectives of psychological counseling for children	Write a report on the illustrative film	Lecture, discussion and film screening	Objectives of psychological counseling for children	Write a report on the illustrative film
3	4	The relationship between the child and the psychological counselor (strong relationship, privacy, safety)	Play guidance room	Lecture, discussion and photo presentation	The relationship between the child and the psychological counselor (strong relationship, privacy, safety)	Play guidance room
4	4	Authenticity, providing trust and credibility, and not intruding on the child	Choose activities appropriate for the child	Lecture, discussion and presentation of tables	Authenticity, providing trust and credibility, and not intruding on the child	Choose activities appropriate for the child
5	4	The relationship aimed at achieving a specific purpose, the concept of offering	Complete the selection of activities appropriate for the child	Lecture, discussion and presentation of tables	The relationship aimed at achieving a specific purpose, the concept of offering	Complete the selection of activities appropriate for the child
6	4	Characteristics and attributes of a psychological counselor for children	Use of small animal models and their uses	Lecture, discussion and explanation of examples	Characteristics and attributes of a psychological counselor for children	Use of small animal models and their uses
7	4	Historical background and contemporary opinions in psychological counseling (first stage)	Completing the use of small animal models and their uses	Lecture, discussion and explanation of examples	Historical background and contemporary opinions in psychological counseling (first stage)	Completing the use of small animal models and their uses
8	4	Completion of the first stage	Using a sand tray and its uses	Lecture, discussion and explanation of examples	Completion of the first stage	Using a sand tray and its uses
9	4	Historical background and contemporary opinions in psychological counseling (second stage)	Completion of the use of the sand tray and objectives of its use	Lecture, discussion and explanation of examples	Historical background and contemporary opinions in psychological counseling (second stage)	Completion of the use of the sand tray and objectives of its use



10	4	Daily exam	Daily exam	Daily exam	Daily exam	Daily exam
11	4	Completion of the second stage	Playing with clay	Lecture, discussion and explanation examples	Oral	Completion of second stage
12	4	Historical background and contemporary views in psychological counseling (third stage)	Continue playing with clay	Lecture, discussion and explanation examples	Oral	Historical background and contemporary views in psychological counseling (third stage).
13	4	Completion of the third stage	Drawing, oil painting, collage and compositional forms	Lecture, discussion and explanation of examples	Oral	Completion of third stage
14	4	Historical background and contemporary opinions in psychological counseling (fourth stage)	Complementary drawing, oil painting, collage and compositional work	Lecture, discussion and photo presentation	Oral	Historical background and contemporary opinions in psychological counseling (fourth stage)
15	4	Monthly exam	Monthly exam	Monthly exam	Monthly exam	Monthly exam
16	4	Completion of the fourth stage	The imaginary journey	Lecture and discussion training	Oral	Completion of fourth stage
17	4	Applications (View and Apply)	Applications (View and Apply)	Applications (View and Apply)	Applications (View and Apply)	Applications (View and Apply)
18	4	Applications (View and Apply)	Applications (View and Apply)	Applications (View and Apply)	Applications (View and Apply)	Applications (View and Apply)
19	4	Applications (View and Apply)	Applications (View and Apply)	Applications (View and Apply)	Applications (View and Apply)	Applications (View and Apply)
20	4	Applications (View and Apply)	Applications (View and Apply)	Applications (View and Apply)	Applications (View and Apply)	Applications (View and Apply)
21	4	Applications (View and Apply)	Applications (View and Apply)	Applications (View and Apply)	Applications (View and Apply)	Applications (View and Apply)
22	4	Applications (View and Apply)	Applications (View and Apply)	Applications (View and Apply)	Applications (View and Apply)	Applications (View and Apply)
23	4	Psychotherapy process for children (first stage)	Books and stories	Lecture and discussion training	Oral	Psychotherapy process for children (first stage)

24	4	Psychotherapy process for children (second stage)	Puppets and soft toy	Lecture, discussion, and sample stories	Oral	Psychotherapy process for children (second stage)
25	4	Psychotherapy process for children (third stage)	Imaginative play	Lecture, discussion and representation	Oral	Psychotherapy process for children (third stage)
26	4	Daily written exam	Daily written exam	Daily written exam	Daily written exam	Daily written exam
27	4	The process of therapeutic change within the child	Supplement to imaginative play	Lecture, discussion and representation	Oral	The process of therapeutic change within the child
28	4	Completing the process of therapeutic change within the child	Games of all kinds	Lecture, discussion and representation	Oral	Completing the process of therapeutic change within the child
29	4	Completing the process of therapeutic change within the child	Cards and social skills	Lecture, discussion and representation	Oral	Completing the process of therapeutic change within the child
30	4	Monthly exam	Monthly exam	Monthly exam	Monthly exam	Monthly exam

#### 11. Course Evaluation

The score is divided out of 100 as follows:

- 1- 4 monthly exams, each exam has 15 marks, total 60 marks
- 2- Attendance 5 marks
- 3- Practical 15 marks per semester, total 30 marks.
- 4- Reports and activities 5 marks

#### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	1- Principles of guidance and psychological counseling. Jawdat Abdel Hadi and Saeed Hosni Al-Azza, House of Culture for Publishing and Distribution (2007) 2- Children's behavioral problems. Amal Daoud Elham Fadel Abbas, Dar Degla (2016) 3- Books, references, and electronic references: via Internet sites
Recommended books and references (scientific journals, reports...)	the daily reports
Electronic References, Websites	Sources from the Internet

1. Course name

eEducational administration and supervision

2. Course code

441 kAES

3. Semester/year	
annual	
4. The date this description was prepared	
2024/10/20	
5. Available forms of attendance daily	
6. Number of studyhours (total)/number of units (total)	
32 hours/32 units	
7. Name of the course a dministrator (if more than one name is mentioned)	
: الاسم Dr. kalthoomabdaon : الأيميل Kalthoomabdaon@coeduw.uobaghdad.edu.iq	
1. Course objectives	
Objectives of the study subject	Objectives of the academic subject: A- Cognitive objectives A1- Identify the concept of management, its characteristics, elements, types, and factors influencing it A2: Identifying modern trends and educational administration. A3: Knowledge of school administration, its goals, and the duties of the school principal. A4: Identifying the school's relationship with the local community - A5 Know the meaning of educational supervision, its development, importance and types
1. Teaching and learning strategies	
Report writing and discussion, scientific  dialogue, brainstorming	Lecture strategy
10. Course structure	

Evaluation method	topic Learning method	Name of the unit r	Required	Hours	Week Hours
test and collection	Lecture,	Administratio	Administratio	14	7-1 (7)
test and collection	Lecture	The concept of management, management is science and skill, the management period	The concept of management, management is science and skill, the management period	14	- 8(7) 14
test and collection	Lecture	Educational administration	Educational administration	14	-15 (7) 21
test collection and	Lecture	School administration and public administration	School administration and public administration	14	22(7)
test and collection	Lecture	The concept of school administration	The concept of school administration		
test and collection	Lecture	Basic rules of school administration	Basic rules of school administration		
test and collection	Lecture	The function of school administration, stages of school organization and evaluation, skills required by the administrative head, functions of the administrative head	The function of school administration, stages of school organization and evaluation, skills required by the administrative head, functions of the administrative head		
test and collection	Lecture	Management styles	Management styles		
test and collection	Lecture	Educational leadership	Educational leadership		

test and collection	Lecture	The concept of educational leadership, the essential elements necessary for leadership	The concept of educational leadership, the essential elements necessary for leadership		
test and collection	Lecture	administration Factors for the success of educational	administration Factors for the success of educational		
test and collection	Lecture	does educational administration reach its goals Authority Types of authority, patterns of authority and its functions, delegation of	does educational administration reach its goals Authority Types of authority, patterns of authority and its functions, delegation of		
test and collection	Lecture	delegation of authority	delegation of authority		
		crisis management	Mid-year holiday		
test and collection	Lecture	. Communication and its media in educational administration	Communication		
test and collection	Lecture	The nature and importance of communication, communication trends, channels and media.	The nature and importance of communication, communication trends, channels and media.		
test and collection	Lecture	change management, time management	Communication media		
test and collection	Lecture	educational leadership.	Management in kindergarten and its importance		
test and collection	Lecture	The concept of educational leadership, the essential elements necessary for leadership	The concept of management in kindergarten		
test and collection	Lecture	Technical supervision and direction.	Specifications of the kindergarten		

			director, duties of the kindergarten director, kindergarten management and its relationship with the environment		
test and collection	Lecture	The modern concept of educational supervision or guidance, educational supervision and the process.	The concept of supervision		
test and collection	Lecture	Week twenty-six: The principal as an educational supervisor - the competencies of the principal as an educational supervisor.			
test and collection	Lecture	Types of supervision.	Competencies of the principal as an educational supervisor		
test and collection	Lecture	Educational supervision tasks.	Supervisory tasks, principal skills as an educational supervisor		
test and collection	Lecture	review	Types of supervision		
test and collection	Lecture	review	Educational supervision tasks		
test and collection	Lecture	Exam	Exam		
1. Course evaluation					
1. Course evaluation Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc					
1. Learning and teaching resources					
			Required textbooks methodology, if any)		

	Main references (sources)
	Recommended supporting books and references (scientific journals, reports....)
	Electronic references Internet sites  Sherif, Al-Sayyid Abdel Qader, kindergarten management and its applications, 2005 - Dawani, Kamal Selim, Educational Leadership, 2013

Course Name1-
Practical education (observation and application)
Course Code2-
KAP
Semester/ year3-
annual
Date this description was prepared4-
2024/10/20
A. Available attendance forms5-
daily
Number of study hours (total)/number of units (total)6-
hours/22 units 32
Name of the course administrator (if more than one name is mentioned)7-
Name:profesorAsst Dr.Muna Mohammed Sloom a . M . Dr . rehab Hussein on Emai: lmunaalsaloom@coeduw.uobaghdad.edu.iq
Course objectives 8-

<p>A- Cognitive objectives</p> <p>A1 : Identify the meaning of practical education, its importance, and the need for it</p> <p>A2- Realizing the role of educational methods in practical education</p> <p>A3 - Understanding the meaning of watching, its goals and instructions</p>	<p><b>Objectives of the study subject</b></p>
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<p>A4- Providing systems for organizing educational applications</p> <p>A5- Learn how to write a teaching plan</p> <p>B - The skills objectives of the course</p> <p>B1 - Developing the skills of translating theoretical information into practical skills in teaching</p> <p>B2 - Acquiring practical skills that create in the student a tendency towards teaching</p> <p>B3 - Developing scientific thinking skills and using them in teaching</p> <p>- Developing the student's skills to use appropriate means in educational situations</p> <p>C- Emotional and value goals</p> <p>C1- Developing female students' attitudes towards the teaching profession</p> <p>C2- Developing students' inclinations towards planning teaching</p> <p>C3- Appreciating the importance of formulating and asking classroom questions</p> <p>C4- Valuing commitment to the ethics of the teaching profession</p>					
Teaching and learning strategies1–					
Lecture practical application ,- brainstorming - feedback Discussion And dialogue Scientific O					<b>The strategy</b>
Course structure2–					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
the exams	lecture	Objectives of the educational process	Practical application	2	1
the exams	lecture	Viewing methods in kindergarten	=	2	2
the exams	lecture	Viewing methods in kindergarten	=	2	3
the exams	lecture	From application and viewing requests	=	2	4
the exams	lecture	From application and viewing requests	=	2	5
the exams	lecture	From application and viewing requests	=	2	6



the exams	lecture	Types of application methods Individual application Group application	=	2	7
the exams	lecture	Types of application methods Individual application Group application	=	2	8
the exams	lecture	Preparing the student for the application/analyzing the evaluation forms for the application period	=	2	9
the exams	lecture	Preparing the student for the application/analyzing the evaluation forms for the application period	=	2	10
the exams	lecture	Individual application in kindergarten for the ,period from 2/21-4/4 then returning to college and discussing what was .learned from it	=	2	11
the exams	lecture	Objectives of the educational process	=	2	12
the exams	lecture	Viewing methods in kindergarten	=	2	13
the exams	lecture	Viewing methods in kindergarten	=	2	14
the exams	lecture	From application and viewing requests	=	2	15
the exams	lecture	From application and viewing requests	=	2	16

the exams	lecture	From application and viewing requests	=	2	17
the exams	lecture	Types of application methods Individual application Group application	=	2	18
the exams	lecture	Types of application methods Individual application Group application	=	2	19
the exams	lecture	Preparing the student for the application/analyzing the evaluation forms for the application period	=	2	20
the exams	lecture	Preparing the student for the application/analyzing the evaluation forms for the application period	=	2	21
the exams	lecture	Individual application in kindergarten for the period from 2/21-4/4 then returning to college and discussing what was learned from it	=	2	22
Course evaluation .1					
<div>evaluation Experience From 25</div> <div>Attendance 5</div> <div>writing Plan 10</div> <div>Form evaluation Director during Application 10</div> <div>Form Application For the professor Visitor 50</div>					
Learning and teaching resources .2					
			Required textbooks (methodology, if a		

<b>A comprehensive, integrated ❖ interactive experience unit curriculum guide for kindergarten teachers / Dr. Saadi Jassim Al-Ghurairi, Dr. Samira Musa Al-Badri, Hanaa Muhammad Ramzi, Kadhimiya Allawi Mohsen, Faiza Naji ,Hassan, 2010</b> Republic of Iraq Ministry of Education, General Directorate	Main references (sources)
Library resources	Recommended supporting books and references (scientific journals, reports....)
Internet sites	Electronic references, Internet sites

1- Educational institution	Baghdad University
2- University department/center	Kindergarten
3- Course name/code	KCN/Child Nutrition
4- Programs in which it is included	BSC
5- Available attendance forms	daily
6- Semester/year	Annual
7- Number of study hours (total)	32
8- The date this description was prepared	2024/10/20
9- Course objectives	
– To learn nutrition is of great importance in human life at all its stages from birth and childhood to old age, as well as the physiological conditions in which a person passes through the pregnancy period, in	

which the importance of nutrition for the fetus and the mother, the lactation period and the importance of nutrition for the child and the mother, and for this it is necessary for a person to get acquainted with the components of his diet of nutrients and their various functions and to know what is harmful from the body-building processes, and the focus in the kindergarten section is on the woman's diet, being the basis of society and the child's diet, being the future

#### 1- learning outcomes and methods of teaching, learning and evaluation

##### A- Cognitive objectives

- 1- Identify the importance of food and nutrition during pregnancy -
- 2 Recognizing the importance of food and nutrition during the breastfeeding period -
- 3 Identify the most important health problems that pregnant mothers are exposed to -
- 4 Recognizing the importance of breastfeeding and its benefits for the mother and child.
- 5 Identify the composition of breast milk and the factors affecting it.
- 6 Identify the most important obstacles that prevent continuing breastfeeding

##### B-the Marathi objectives of the course

- B1-identify the components of food and the nutritional value of food. -
- 2-training on preparing reports according to schedules to design Main and secondary meals for pregnant mothers in the trimester  
The last of pregnancy .
- 3-developing permanent proposals to develop the vocabulary of the curriculum to serve the student and the Department.

##### Teaching and learning methods

Lecture, practical application-brainstorming-feedback  
Open scientific discussion and dialogue

##### Evaluation methods

Tests

##### C-emotional and value goals

- A1-the extent to which students benefit from information-
- A2 the possibility of applying information in everyday life-
- A3 find out the extent of benefit through positive participation

##### Teaching and learning methods

- 1-lecture method and practical application -

## 2-explanation and clarification

### Evaluation methods

Tests

Reports

D-general and qualifying skills transferred ( other skills related to employability and personal development ).

D1-development of nutritional information to prepare healthy meals for pregnant women –

D3 develop communication skills with others and human relationships

### 1- Course structure

The week	Watches	Required learning outcomes	Name of the module / course or subject	Method of Education	Evaluation method
1	4	Growth and development	Growth and development	The lecture	Tests
2	4	Child health assessment	Child health assessment	The lecture	Tests
3	4	Nutritional status study	Nutritional status study	The lecture	Tests
4	4	=	=	The lecture	Tests
5	4	Food and nutrition	Food and nutrition	The lecture	Tests
6	4	=	=	The lecture	Tests
7	4	Food habits	Food habits	The lecture	Tests

8	4	=	=	The lecture	Tests
9	4	<b>Malnutrition in children</b>	<b>Malnutrition in children</b>	The lecture	Tests
10	4	=	=	The lecture	Tests
11	4	<b>Nutritional needs of a pregnant mother</b>	<b>Nutritional needs of a pregnant mother</b>	The lecture	Tests
12	4	<b>Nutritional requirements for pregnant</b>	<b>Nutritional requirements for pregnant</b>	The lecture	Tests
13	4	<b>Nutritional needs of the baby</b>	<b>Nutritional needs of the baby</b>	The lecture	Tests
14	4	<b>Breastfeeding and artificial feeding</b>	<b>Breastfeeding and artificial feeding</b>	The lecture	Tests
15	4	<b>Nutritional needs of a kindergarten child</b>	<b>Nutritional needs of a kindergarten child</b>	The lecture	Tests
16	4	<b>Development and growth of a kindergarten child</b>	<b>Development and growth of a kindergarten child</b>	The lecture	Tests
17	4	<b>Self-feeding</b>	<b>Self-feeding</b>	The lecture	Tests
18	4	<b>Nutritional needs of a kindergarten child</b>	<b>Nutritional needs of a kindergarten child</b>	The lecture	Tests
19	4	<b>Period of application</b>	<b>Period of application</b>	The lecture	Tests
20	4	=	=	The lecture	Tests
21	4	=	=	The lecture	Tests
22	4	=	=	The lecture	Tests
23	4	=	=	The lecture	Tests
24	4	=	=	The lecture	Tests
25	4	<b>School health services</b>	<b>School health services</b>	The lecture	Tests
26	4	=	=	The lecture	Tests
27	4	<b>Al Rawda restaurant and catering methods</b>	<b>Al Rawda restaurant and catering methods</b>	The lecture	Tests

28	4	Preparation and preparation of the kindergarten restaurant	Preparation and preparation of the kindergarten restaurant	The lecture	Tests
29	4	Hygienic conditions in the restaurant	Hygienic conditions in the restaurant	The lecture	Tests
30	4	Kindergarten kitchen	Kindergarten kitchen	The lecture	Tests
31	4	Health conditions that must be met	Health conditions that must be met	The lecture	Tests
32	4	The exam	The exam	The lecture	Tests

2- infrastructure	
<p>- Required course books</p>	<p>- Al-zuhairy, Abdullah Mohammed dhanun, Human Nutrition, Ministry of higher education and scientific research, University of Mosul, 2000.</p> <p>- Al-Nouri, Farouk Fadel and Talabani, Lamia Jamal, Human Nutrition, Ministry of higher education and scientific research, University of Baghdad , 1981</p> <p>- World Health Organization, food and nutrition, Beirut, 2002</p> <p>- Khashoggi, Rafida Hussein, nutrition during the stages of life, Saudi Foundation in Egypt, Egypt, 1994</p> <p>- Al-Ghunaim, Marzouk Youssef and Al-bahbhani, Bahija Ismail, health technology, with chains, Kuwait, 1997</p> <p>- Zakaria, Zahra Atif, methods of self-learning in the kindergarten curriculum.</p> <p>- Mazhara, Ayman, Human Nutrition, Dar Al-Khaleej , 2017 .</p> <p>- Al-Ghazali, Mohamed nagati, child nutrition, Vol. 1, the world of books, Cairo, 2015</p> <p>-Gandhi, Joan Webster, food and nutrition, i1, author's house, 2013</p>

Main references (sources)	Office resources
Books, references and electronic references	Sources from the internet
Paragraph (curriculum development plan ) 1-providing appropriate classrooms 2- provide a smart board and use it as an educational tool 3-Add recent information	