



Ministry of Higher Education and Scientific Research
Scientific Supervision and Evaluation Authority
Quality Assurance and Academic Accreditation Department
University : Dhi Qar University

Academic Program Description Form for

:College Faculty of Education for Human Sciences
:Scientific Department Psychological and Educational Sciences
:Name of the academic program Bachelor
Name of the final certificate : Bachelor of Educational and Psychological Sciences
:A For the academic system Annual
Date of preparing the description: // ٢٠٢٤
Full history of file:- // ٢٠٢٤

:Signature:

Head of Department .Dr. Abdul Khaliq Khudair Aliwi

Date // ٢٠٢٤

Signature

asst.

. Prof. Hani Kamel NaaMah

Date // ٢٠٢٤

Quality Assurance and University Performance Division

Name of the Director of the Quality Assurance and University Performance
:Division:

Signature

Check the file before

.prof. Dr. Haider Hussein Kata

. Ali Abd dakhel e

Objectives of the academic program

The description of this academic program provides a brief of the most important characteristics of the program and a directorThe learning expected from the student is to be achieved by whether he has made the most of the available opportunities. It is accompanied by a description of each course within the program

| | |
|--|--|
| Ministry of Higher Education and Scientific Research / Dhi Qar University / Faculty of Education for Human Sciences | Educational .١ institution |
| Department of Psychological and Educational Sciences | Scientific .٢ Department / Center |
| Bachelor of Education Faculty of Human Sciences / in Psychological and Educational Sciences | Name of the .٣ academic or professional program |
| Bachelor s | Name of the .٤ final certificate |
| Annual | Academic .٥ System: Yearly / Other Courses |
| There is no | Certified .٦ Accreditation Program |
| Some details of the academic content of the approved program are discussed with expert professors and specialists from the Ministry of Education.Lim Al-Ali, the Ministry of Education, the Ministry of Justice, the Ministry of Health, the Department of Welfare and Social Affairs, the Community Police, and the Department of Family and Child Protection | Other external .٧ influences |
| ٢٠٢٥-٢٠٢٤ | Date of .٨ preparation of the description |
| The vision of the department revolves around the | The vision of the |

| | |
|--|--|
| <p>pursuit Seriously, educational cadres are characterized by the quality of educational and scientific performance that seek to spread psychological and educational awareness, capable of providing multiple research, professional and community services, contributing to achieving national trends to achieve community security and sustainable development.</p> | <p>academic program</p> |
| <p>:The mission of our department is as follows</p> <ul style="list-style-type: none"> - Preparing an educational generation with educational, moral and spiritual values - Empowering students with basic psychological and educational knowledge in providing community services - Spreading psychological and educational awareness - Promoting and improving the research process - Seeking to achieve sustainable development in the fields of (civil peace, psychological and social empowerment of women and children with special needs) - Contribute to achieving psychological and intellectual security for students | <p>Academic Program Message</p> |
| <p>1. Preparation of educational staff and Teaching Capable of preparing conscious generations armed with science</p> <p>2. Gaining students scientific and psychological knowledge to develop Self-development skills And mental abilities</p> <p>3. Providing students with basic information about the curriculum formulation mechanism Studying and studying the obstacles of the educational process and ways to develop it</p> <p>4. Developing students' thinking skills, which contributes to developing the skills of transferring and exchanging ideas in the academic community and beyond</p> <p>5. Eaching students with educational and academic problem-solving skills related to the school and society</p> <p>6. Introducing students to the philosophical foundations of educational goals and their relation to the</p> | <p>Objectives of the academic program</p> |

| | |
|-----------------------|--|
| philosophy of society | |
| | |

| Required program outputs and teaching and learning strategies . ١٠ | |
|---|--|
| <u>First: The required program outputs</u> | |
| <u>Knowledge — A</u> | |
| A١ - Gaining students scientific knowledge in the psychological and educational field | |
| A٢ - Follow up the latest methods followed globally to develop the educational level of students | |
| A٣ - Arming students with research skills in order to equip the scientific research process | |
| A٤ - Clarification to students the conceptual frameworks of contemporary psychological and educational theories and models | |
| <u>Skills — B</u> | |
| B١ - Enabling students with behavior modification skills and psychological counseling in their field of work | |
| B٢ —Students master the skills of successful teaching, elocution and classroom management | |
| B٣ - Earning students with time management and strategic planning skills | |
| B٤ - Developing research and scientific debate skills and managing academic dialogues | |
| <u>Answer — Values</u> | |
| C١ - Raising the level of self-confidence and self-esteem of students by honoring and motivating the distinguished | |
| C٢ - Notifying students of the importance of peaceful coexistence and brother's acceptanceThrough seminars and awareness lectures | |
| C٣ - Informing students about the importance of psychological guidance and educational guidance | |
| Answer ٤ - Gaining students the concepts of academic integrity | |
| <u>Dr- General skills And transferable rehabilitation (other skills related to employability and personal development</u> | |
| D١ - Graduation of teaching competence that has the ability to deal with psychological matters within educational institutions | |
| D٢ - Graduation of a group of students from meThey are the ability to complete graduate studies | |
| D٣ - Enabling graduates to work in other institutions as a social researcher or | |

D^٤- Supplying the community with graduates who have the ability to support all organizations and institutions in order to overcome learning and educational difficulties

Second: Teaching and learning strategies

- Self-learning (for induction and investigation) ^٨- Student Conference -^١
 Brainstorming ^٩- Scientific Seminars -^٢
 Lecture ^{١٠}- Blended learning -^٣
 Discussion ^{١١}. Submission of scientific reports -^٤
 Collaborative Learning ^{١٢}. Participatory Learning -^٥
 Methods of solving educational and scientific problems ^{١٣}- Scientific -^٦
 debates
 The questions of the questions -^٧

Evaluation methods .^{١١}

| Alternative evaluation methods | Direct calendar methods |
|------------------------------------|--|
| Self-assessment - | Preliminary Tests - ^١ |
| Peer Evaluation (Peer Groups) - | Oral tests (daily) - ^٢ |
| Achievement files and include - | Daily and quarterly - ^٣ |
| work and achievements of) | constructive tests |
| students from scientific reports | Final Exams - ^٤ |
| and articles and activities during | Viewing and applying - ^٥ |
| (the academic year | Graduation Research - ^٦ |
| | Study Materials Reports - ^٧ |

Teaching staff .^{١٢}

Faculty Members

| Preparation of the teaching staff | Requirements Special Skills | | Specialization | | Scientific rank |
|-----------------------------------|-----------------------------|--|----------------|------|---------------------|
| | | | Special | Year | |
| ٥ | | | ٤ | ١ | Professor |
| ٥ | | | ٣ | ٢ | Assistant Professor |
| ٤ | | | ٣ | ١ | Teacher |
| ٢ | | | | ٢ | Assistant teacher |

| | | | | | | | |
|--|----|--|--|----|---|-------|--|
| | ١٦ | | | ١٠ | ٦ | Total | |
| | | | | | | | |
| | | | | | | | |

١١ . Structure of the programme

| Credit Hours | | | Course or course name | Course or course code | Tel | School stage |
|--------------|---------|-----------|---|-----------------------|-----|------------------|
| Total | My work | My theory | | | | |
| ٩٠ | ٣٠ | ٦٠ | Psychology of the year | A1001 | ١ | The first stage |
| ٩٠ | ٣٠ | ٦٠ | Psychology of individual differences | A1002 | ٢ | |
| ٦٠ | | ٦٠ | Arabic language | A1003 | ٣ | |
| ٦٠ | | ٦٠ | Educational texts in English | A1004 | ٤ | |
| ٩٠ | ٣٠ | ٦٠ | Computer Science | A1005 | ٥ | |
| ٦٠ | | ٦٠ | Human rights | A1006 | ٦ | |
| ٩٠ | ٣٠ | ٦٠ | Educational Sociology | A1007 | ٧ | |
| ٦٠ | | ٦٠ | Environmental Education Sustainable Development | A1008 | ٨ | |
| ٩٠ | ٣٠ | ٦٠ | Origins of education | A1009 | ٩ | |
| ٦٠ | | ٦٠ | Baath Crimes | A1010 | ١٠ | |
| | | | | | | The second stage |
| ٩٠ | ٣٠ | ٦٠ | Curricula and textbooks | B1011 | ١ | |
| ٩٠ | ٣٠ | ٦٠ | Educational psychology | B1012 | ٢ | |
| ٦٠ | | ٦٠ | Social Psychology | B1013 | ٣ | |
| ٩٠ | ٣٠ | ٦٠ | Descriptive statistics | B1014 | ٤ | |

| | | | | | | |
|----|----|----|--|--------------|----|------------------------|
| ٦٠ | | ٦٠ | Continuing Education | B1015 | ٥ | |
| ٩٠ | ٣٠ | ٦٠ | Developmental Psychology | B1016 | ٦ | |
| ٦٠ | | ٦٠ | English language | B1017 | ٧ | |
| ٩٠ | ٣٠ | ٦٠ | Computer Science | B1018 | ٨ | |
| ٦٠ | | ٦٠ | Arabic language | B1019 | ٩ | |
| ٦٠ | | ٦٠ | Educational Planning | B1020 | ١٠ | |
| ٦٠ | | ٦٠ | Baath Party Crimes | B1021 | ١١ | |
| | | | | | | The third stage |
| ٦٠ | | ٦٠ | Psychological Counseling and Educational Guidance | C1022 | ١ | |
| ٩٠ | ٣٠ | ٦٠ | Personal Psychology | C1023 | ٢ | |
| ٩٠ | ٣٠ | ٦٠ | Physiological Psychology | C1024 | ٣ | |
| ٩٠ | ٣٠ | ٦٠ | Experimental psychology | C1025 | ٤ | |
| ٩٠ | ٣٠ | ٦٠ | Educational techniques and educational technology | C1026 | ٥ | |
| ٩٠ | ٣٠ | ٦٠ | Inferential statistics | C1027 | ٦ | |
| ٩٠ | ٣٠ | ٦٠ | General teaching methods | C1028 | ٧ | |
| ٩٠ | ٣٠ | ٦٠ | Scientific Research Methodology | C1029 | ٨ | |
| ٦٠ | | ٦٠ | Cognitive Psychology | C1030 | ٩ | |
| ٦٠ | | ٦٠ | Comparative education | C1031 | ١٠ | |
| | | | | | | |

| | | | | | | |
|----|----|----|----------------------------|-------|----|------------------|
| | | | | | | The fourth stage |
| ٦. | | ٦. | Mental health | D1032 | ١ | |
| ٩. | ٣. | ٦. | Measurement and evaluation | D1033 | ٢ | |
| ٦. | | ٦. | Teaching thinking | D1034 | ٣ | |
| ٦. | | ٦. | Behavior modification | D1035 | ٤ | |
| ٩. | ٣. | ٦. | Philosophy of education | D1036 | ٥ | |
| ٦. | | ٦. | Economics of Education | D1037 | ٦ | |
| ٩. | ٣. | ٦. | Educational Administration | D1038 | ٧ | |
| ٦. | | ٦. | Special Education | D1039 | ٨ | |
| ٦. | ٦. | ٣. | Practical education | D1040 | ٩ | |
| ٦. | | ٦. | Graduation Project | D1041 | ١٠ | |

١٢ - Planning for personal development :The program aims to

١ - TheContinuous Lim and professional training for faculty members through seminars, seminars and workshops on research skills, blind statistical analysis, evaluation, performance improvement, teaching methods and academic management.

١٣ - Admission criterion (development of regulations related to admission to the college or (institute

Acceptance Central Al-Mujazin From Remaining Institutions Educational

٤-١ The most important sources of information about the program

- ١- Methodological books
- ٢- Electronic Lectures
- ٣- Psychological Educational Sciences Websites
- ٤- Video lectures on YouTube
- ٥- Workshops
- ٦- Panel Discussions
- ٧- Conferences
- ٨- Academic Accreditation Reports
- ٩- Needs and labor market studies
- ١٠- Student opinion polls
- ١١- Scheme of the sectoral guide for curricula

١٠- Programme Development Plan

| Procedure | The plan |
|--|---|
| Through seminars, workshops and development courses | Professional and personal development not faculty member |
| Reviewing the latest updates in a role and keeping up with developments in the field of educational and psychological sciences | :Improving curricula and courses |
| Applying direct and indirect assessment methods and using feedback | :Improving the quality of academic performance |
| Encouraging the conduct of scientific research and survey studies in the field of specialization and community studies | Improving scientific research skills and electronic publication of research |
| Expanding cooperation and partnerships with universities and social, health and security | :Community and Academic Partnerships |

| | | | |
|--|--|---|--|
| | institutions | | |
| | Seeking to possess technologies and modern in the field of scientific research and teaching | :Infrastructure Development | |
| | Promoting student activities, festivals and scientific competitions | Developing students' skills and activities except :classroom events | |
| | Continuous review of the admission system and seeking to improve admission in coordination with the Ministry of Higher Education and Scientific Research | :Improving the admission system | |

| Curriculum Skills Chart | | | | | | | | | | | | | | | | | | | | |
|---|----|----|----|---------------------------|----|----|----|----------------------------------|----|----|----|-------------|----|----|----|-------------------|--------------|------------------------|-----------------|----------------------|
| Please check the boxes corresponding to the individual learning outcomes of the program under evaluation | | | | | | | | | | | | | | | | | | | | |
| Learning outcomes required from the program | | | | | | | | | | | | Course data | | | | | Year / Level | | | |
| Transferable general and rehabilitation skills (skills)Other related to employability and personal (development | | | | Emotional and value goals | | | | Marati objectives of the program | | | | | | | | | | | | Cognitive objectives |
| D॔ | D॑ | D॒ | D॑ | C॔ | C॑ | C॒ | C॑ | B॔ | B॑ | B॒ | B॑ | A॔ | A॑ | A॒ | A॑ | Basic or optional | Course Name | Course Code | The first stage | |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Psychology of the year | A1001 | ॑ |

| | | | | | | | | | | | | | | | | | | | |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--------------------------|---|--------------------|-------------------------|
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Psychology of individual differences | A1002 | ٢ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Arabic language | A1003 | ٣ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Educational texts in English | A1004 | ٤ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Computer Science | A1005 | ٥ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Human rights | A1006 | ٦ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Educational Sociology | A1007 | ٧ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Environmental Education Sustainable Development | A1008 | ٨ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Origins of education | A1009 | ٩ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Baath Crimes | A1010 | ١٠ |
| D٤ | D٣ | D٢ | D١ | C٤ | C٣ | C٢ | C١ | B٤ | B٣ | B٢ | B١ | A٤ | A٣ | A٢ | A١ | Standard/Optional | Course Name | Course Code | The second stage |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Curricula and textbooks | B1011 | ١ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Educational psychology | B1012 | ٢ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Social Psychology | B1013 | ٣ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Descriptive statistics | B1014 | ٤ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Continuing | B1015 | ٥ |

| | | | | | | | | | | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------------------|-------------|---|-----------------|----|
| | | | | | | | | | | | | | | | | | | Education | | |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Developmental Psychology | B1016 | ٦ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | English language | B1017 | ٧ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Computer Science | B1018 | ٨ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Arabic language | B1019 | ٩ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Educational Planning | B1020 | ١٠ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Baath Party Crimes | B1021 | ١١ |
| D٤ | D٣ | D٢ | D١ | C٤ | C٣ | C٢ | C١ | B٤ | B٣ | B٢ | B١ | A٤ | A٣ | A٢ | A١ | Standard/Optional | Course Name | Course Code | Stage The third | |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Psychological Counseling and Educational Guidance | C1022 | ١ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Personal Psychology | C1023 | ٢ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Physiological Psychology | C1024 | ٣ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Experimental psychology | C1025 | ٤ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Educational techniques and educational technology | C1026 | ٥ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Inferential statistics | C1027 | ٦ |

| | | | | | | | | | | | | | | | | | | | |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--------------------------|---------------------------------|--------------------|-------------------------|
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | General teaching methods | C1028 | ٧ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Scientific Research Methodology | C1029 | ٨ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Cognitive Psychology | C1030 | ٩ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Comparative education | C1031 | ١٠ |
| | | | | | | | | | | | | | | | | | | | |
| D٤ | D٣ | D٢ | D١ | C٤ | C٣ | C٢ | C١ | B٤ | B٣ | B٢ | B١ | A٤ | A٣ | A٢ | A١ | Standard/Optional | Course Name | Course Code | The fourth stage |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Mental health | D1032 | ١ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Measurement and evaluation | D1033 | ٢ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Teaching thinking | D1034 | ٣ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Behavior modification | D1035 | ٤ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Philosophy of education | D1036 | ٥ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Economics of Education | D1037 | ٦ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Educational Administration | D1038 | ٧ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Special Education | D1039 | ٨ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Practical education | D1041 | ٩ |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | Basic | Graduation Project | D1042 | |

| | |
|--|----------|
| Description of the courses of the Department of Educational and Psychological Sciences The first stage General Psychology Course Description | |
| | |
| :Course Name - ١ | |
| General Psychology | |
| :Course Code - ٢ | |
| A1001 | |
| :Academic system - ٣ | |
| Annual | |
| Date of preparation of this description - ٤ | |
| ٢٠٢٥/٢/٢٢ | |
| Available forms of attendance - ٥ | |
| Just my presence | |
| Number of study hours - ٦ | |
| ٦٠ | |
| Name of the course official - ٧ | |
| :Name of the course teacher: Dr. Imad Salem Dasher Al-Email Emadsalim794@gmail.com | |
| Course Objectives - ٨ | |
| :The course aims to achieve the following educational objectives ١- Gaining learners knowledge of the principles of general psychology ٢- Definition of the concept and objectives of general psychology ٣- Studying the history and development of general psychology ٤- Developing the abilities and potential of students and their mothers in general psychology subjects ٥- Enriching the student with sufficient information about schools and theories of general psychology | |
| :Learning and teaching strategies - ٩ | |
| Brainstorming — Discussion — Questions | Strategy |
| :Structure of the course - ١٠ | |

| Evaluation method | Learning methods | Name of the unit or subject | Required learning outcomes | Hours | The week |
|--------------------------|------------------------|---|---|-------|----------|
| Questions and discussion | Lecture and Discussion | General introduction — The concept of general psychology – the historical development of general psychology | Introducing the student to a general introduction to general psychology | ٢ | ١ |
| Questions and discussion | Lecture and Discussion | Objectives of General Psychology — Purposes of general psychology | Introducing the student to the goals and purposes of general psychology | ٢ | ٢ |
| Questions and discussion | Lecture and Discussion | Branches of General Psychology – General Psychology Schools | Introducing the student to the branches and schools of general psychology | ٢ | ٣ |
| Questions and discussion | Lecture and Discussion | Definition of behavior — Aspects of behavior — Characteristics of behavior — Factors affecting | Introducing the student to behavior and the factors affecting it | ٢ | ٤ |

| | | | | | |
|--------------------------|------------------------|--|---|---|----|
| | | behavior | | | |
| Questions and discussion | Lecture and Discussion | Introspection approach — Experimental approach — Tracking approach Clinical — approach | Definition of For a student with research methods in psychology | ٢ | ٥ |
| Questions and discussion | Lecture and Discussion | Definition of motivation — Motivational functions — Types of motivations | Introducing the student to the motivations | ٢ | ٦ |
| Questions and discussion | Lecture and Discussion | Definition of emotion — Emotion dimensions — Manifestations of emotion | Introducing the student to emotions | ٢ | ٧ |
| Questions and discussion | Lecture and Discussion | Emotional damage Types of — emotions | Introducing the student to the harms and types of emotions | ٢ | ٨ |
| Questions and discussion | Lecture and Discussion | The meaning of trends — Elements of trends | Introducing the student to psychological trends | ٢ | ٩ |
| Questions and discussion | Lecture and Discussion | Methods of measuring trends | Introducing the student to the methods of measuring trends | ٢ | ١٠ |

| | | | | | |
|--------------------------|------------------------|--|---|---|----|
| Questions and discussion | Lecture and Discussion | Definition of attention — Types of attention — Factors affecting it Distracted — | Introducing the student to the subject of attention | ٢ | ١١ |
| Questions and discussion | Lecture and Discussion | The concept of sensory perception Factors affecting — perception | Introducing the student to sensory perception | ٢ | ١٢ |
| Questions and discussion | Lecture and Discussion | Definition of remembrance — Stages of remembering — Types of remembering | Introducing the student to the subject of remembering | ٢ | ١٣ |
| Questions and discussion | Lecture and Discussion | Pain factors Impact on memory – ways to improve memory | Introducing the student to ways to improve memory | ٢ | ١٤ |
| Questions and discussion | Lecture and Discussion | Definition of oblivion — The meanings of forgetting — Types of forgetting | Introducing the student to the subject of forgetting | ٢ | ١٥ |
| Questions and discussion | Lecture and Discussion | Theories that interpret forgetting | Introducing the student to the theories of forgetting | ٢ | ١٦ |
| Questions and discussion | Lecture and Discussion | The meaning of thinking — Types of thinking — | Introducing the student to thinking | ٢ | ١٧ |

| | | | | | |
|--------------------------|------------------------|---|--|---|----|
| | | Factors affecting thinking | | | |
| Questions and discussion | Lecture and Discussion | Definition of creativity — Stages of creativity — Creativity skills | Introducing the student to creativity | ٢ | ١٨ |
| Questions and discussion | Lecture and Discussion | Definition of intelligence— The meanings of intelligence — Measuring intelligence | Introducing the student to the subject of intelligence | ٢ | ١٩ |
| Questions and discussion | Lecture and Discussion | Theories that interpret intelligence | Introducing the student to theories of intelligence | ٢ | ٢٠ |
| Questions and discussion | Lecture and Discussion | Personality definition — Personality traits — Personal Identifiers | Introducing the student to the subject of personality | ٢ | ٢١ |
| Questions and discussion | Lecture and Discussion | Theories that explained the character | Introducing the student to personality theories | ٢ | ٢٢ |
| Questions and discussion | Lecture and Discussion | The concept of mental health — Psychological crises — Psychological tricks | Introducing the student to mental health | ٢ | ٢٣ |
| Questions and | Lecture and Discussion | Generalized anxiety disorder— | Introducing the student to some psychological | ٢ | ٢٤ |

| | | | | | |
|------------|--|---|-----------|--|--|
| discussion | | Obsessive– compulsive disorder — Schizophrenia | disorders | | |
|------------|--|---|-----------|--|--|

Description of the course of the first stage Psychology of individual differences

:Course Name -١

Psychology of individual differences

Learning and teaching resources .١٢

:Course Code -٢

(Abboud Al-Shamli, ٢٠١١)

A1002 Required

The origins of general psychology (Mohammed

Key References (Sources)

:Academic system -٣

Annual

Date of preparation of this description -٤

٢٠٢٥/٢/١٩

Available forms of attendance -٥

Just my presence

Number of study hours -٦

Two hours

Name of the course official -٧

Name of the course teacher :Dr. Wissam Nayef Adnan ..The email
Wissamnif16@utq.Edu.IQ

Course Objectives -٨

:The course aims to achieve the following educational objectives

-١ Provide students with information about individual differences and the extent
to which this material contributes to overcoming the problems of individual
differences

-٢ The need for students to know the negatives of individual differences

-٣ The placements must be studied for the purpose of providing the student with
information about individual differences

-٤ Introducing students to the concept of individual differences

:Learning and teaching strategies -٩

| Brainstorming — Discussion — The questions of the questions | | | | Strategy |
|---|-----------------------------|---|-------|----------|
| Learning method | Name of the unit or subject | Required learning outcomes | Hours | The week |
| Discussion And the brief explanation | Individual differences | Concepts of individual differences And a preliminary introduction | ٢ | ١ |
| Discussion And the brief explanation | Individual differences | Historical development of the concept of individual differences in China and the West | ٢ | ٢ |
| Discussion and brief explanation | Individual differences | Modern development for the psychology of differences | ٢ | ٣ |
| Discussion and brief explanation | Individual differences | And heredity and its relationship with differences and the environment | ٢ | ٤ |
| Discussion and brief explanation | Individual differences | Mental measurement and psychometrics | ٢ | ٥ |
| Discussion and explanation The abbreviated | Individual differences | Experimental psychology | ٢ | ٦ |
| Discussion and explanation The abbreviated | Individual differences | The importance of individual differences in education | ٢ | ٧ |
| Discussion and explanation The abbreviated | Individual differences | Evaluation and measurement the educational fields | ٢ | ٨ |
| Discussion and explanation The abbreviated | Individual differences | Evaluation, measurement and curricula | ٢ | ٩ |
| Discussion and explanation The abbreviated | Individual differences | Tests and standards Educational Planning | ٢ | ١٠ |
| | | | ٢ | ١١ |

| | | | | |
|---|------------------------|---|---|----|
| | | | ٢ | ١٢ |
| | | | ٢ | ١٣ |
| Discussion and explanation The abbreviated | Individual differences | Individual differences in the components of the character | ٢ | ١٤ |
| Discussion and explanation The abbreviated | Individual differences | Body structure in terms of growth | ٢ | ١٥ |
| Discussion and explanation The abbreviated | Individual differences | The nervous system | ٢ | ١٦ |
| Discussion and explanation The abbreviated | Individual differences | Endocrine glands | ٢ | ١٧ |
| Discussion and explanation The abbreviated | Individual differences | Individual differences And mental abilities | ٢ | ١٨ |
| Discussion and explanation The abbreviated | Individual differences | Intelligence, abilities and preparations Verbal, numerical and arithmetic | ٢ | ١٩ |
| Discussion and explanation The abbreviated | Individual differences | Special motor abilities | ٢ | ٢٠ |
| Discussion and explanation The abbreviated | Individual differences | Academic achievement | ٢ | ٢١ |
| Discussion and explanation The abbreviated | Individual differences | Senses | ٢ | ٢٢ |
| Discussion and explanation The abbreviated | Individual differences | Moods and their patterns | ٢ | ٢٣ |
| Discussion and explanation The abbreviated | Individual differences | Motions and emotions | ٢ | ٢٤ |
| Discussion and explanation The abbreviated | Individual differences | Tendencies and trends | ٢ | ٢٥ |
| Discussion and explanation The abbreviated | Individual differences | Values and beliefs | ٢ | ٢٦ |

| | | | | |
|---|-------------|--|-----------------|----|
| Discussion and | Individual | Statistics and individual | ٢ | ٢٧ |
| Course Description Form | | | | |
| :Course Name | | | -١١ | |
| explanation The abbreviated | diff | Description of the Arabic language course The first stage | | |
| :Course Code | | | -١٢ | |
| explanation Specialist | differences | Standards And individual | A1003 | |
| :Academic system | | | -١٣ | |
| Education and teaching resources | | | Agree | |
| Date of preparation of this description | | | -١٤ | |
| e psychology of individual differences and their educational applications Written by Ahmed Al-Zoubi ٢٠٠٦ | | quired prescribed oks (methodology, if (any | ources of books | |
| dividual Differences Adib Al-Khaldi ٢٠٠٨ | | y References (Sources) | | |
| dividual Differences in Intelligence Suleiman Al-Khudari Al-Sheikh ١٩٨٨ | | | | |
| ientific journals on individual differences | | Books and referencesRecommended (....scientific journals, reports) | | |
| Google.Com Websites | | Electronic References, Websites | | |

٢٠٢٥/٢/١٩

Available forms of attendance -١٥

Just my presence

Number of study hours -١٦

hours (٣٠)

Name of the course official -١٧

Name of the course teacher: .asst.. Prof . Roa of Fleih Khudair Al-Email
Roaflaih2013am@utq.edu.iq

Course Objectives -١٨

:The course aims to achieve the following educational objectives

١. Enabling students to learn Arabic language skills and how to form or formulate sentences correctly in all subjects related to the Arabic language
٢. Preparing students educationally and literary preparations in order to practice the teaching profession in schools, especially the Arabic language subject
٣. Students are accustomed to speaking in correct Arabic
٤. Enabling students to write in a sound language
٥. Empowering students with gentle expressions that reflect a good literary taste

Learning a -١٩

| | | |
|-----|-----|-----|
| -٢٢ | -٢١ | -٢٠ |
| -٢٥ | -٢٤ | -٢٣ |
| -٢٨ | -٢٧ | -٢٦ |

nd teaching strategies -٢٩

Brainstorming — Discussion — The questions of the questions

Strategy

:Structure of the course -٣٠

| Evaluation method | Learning methods | Name of the unit or subject | Required learning outcomes | Hours | The week |
|--|------------------|-----------------------------------|-------------------------------|-------|----------|
| General questions and discussion | My theory | Applications on punctuation marks | Teaching students punctuation | ٢ | ١ |
| General questions and discussion or exam | My theory | Applications on punctuation marks | Teaching students punctuation | ٢ | ٢ |
| General | My theory | Hamza drawing | Teaching | ٢ | ٣ |

| | | | | | |
|--|------------------|---|--|---|----|
| questions and discussion | | rules | students how to draw hamza | | |
| Annie's exam | My theory | Hamza drawing rules | Teaching students how to draw hamza | ٢ | ٤ |
| General questions and discussion | My theory | Applications on tied and open T | Teaching students to adjust the rules of T | ٢ | ٥ |
| General questions and discussion | My theory | Applications on tied and open T | Teaching students to adjust the rules of T | ٢ | ٦ |
| General questions and discussion | My theory | The poem of Muhammad Mahdi Al-Jawahery | Teaching students how to analyze a poetic text | ٢ | ٧ |
| General questions and discussion or exam | My theory | The poem of Muhammad Mahdi Al-Jawahery | Teaching students how to analyze a poetic text | ٢ | ٨ |
| First month exam | First month exam | First month exam | First month exam | ٢ | ٩ |
| Collective duties | My theory | A beginner and the news | A beginner and the news | ٢ | ١٠ |
| General Questions | My theory | Applications on the beginner and the news | Applications on the beginner and the news | ٢ | ١١ |
| Discussion | My theory | A sentence was and her sisters | A sentence was and her sisters | ٢ | ١٢ |
| General Questions | My theory | Applications on the sentence of Kan and her sisters | Applications on the sentence of Kan and her | ٢ | ١٣ |

| | | | | | |
|----------------------------------|-------------------|--|--|---|----|
| | | | sisters | | |
| Discussion and exam | My theory | The sentence of that and her sisters | The sentence of that and her sisters | ٢ | ١٤ |
| General Questions | My theory | Applications on the sentence of that and her sisters | Applications on the sentence of that and her sisters | ٢ | ١٥ |
| Collective duties | My theory | Surat Yas | Teaching students to read and analyze the Qur'an | ٢ | ١٦ |
| Collective duties | My theory | Surat Yas | Teaching students to read and analyze the Qur'an | ٢ | ١٧ |
| Second month exam | Second month exam | Second month exam | Second month exam | ٢ | ١٨ |
| General questions and discussion | My theory | A sentence of Kad and her sisters | A sentence of Kad and her sisters | ٢ | ١٩ |
| General questions and discussion | My theory | Applications on the sentence of Kad and her sisters | Applications on CAD and Her sisters | ٢ | ٢٠ |
| General questions and discussion | My theory | Examples and applications on the rules of the number | Teaching students the rules of number | ٢ | ٢١ |
| General questions and discussion | My theory | Examples and applications on the rules of the number | Teaching students the rules of number | ٢ | ٢٢ |
| General questions and | My theory | Applications on a literary text | Teaching students rhetorical | ٢ | ٢٣ |

| | | | | | |
|---|-------------------|---------------------------------------|---|--------------------|------------|
| discussion | | | methods (Al- (Janas | | |
| Group duties | My theory | Applications on a literary text | Teaching students rhetorical methods (Al- (Janas | ٢ | ٢٤ |
| Third month exam | Third month exam | Third month exam | Third month exam | ٢ | ٢٥ |
| General questions and discussion | My theory | Applications on a literary text | Teaching students rhetorical methods (Al- (Taq | ٢ | ٢٦ |
| Group duties | My theory | Applications on a literary text | Teaching students rhetorical methods (Al- (Taq | ٢ | ٢٧ |
| General questions and discussion | My theory | Applications on a literary text | Teaching students rhetorical methods (Al- (Saja | ٢ | ٢٨ |
| Review of the material | My theory | Review of the material | Review of the material | ٢ | ٢٩ |
| Fourth month exam | Fourth month exam | Fourth month exam | Fourth month exam | ٢ | ٣٠ |
| Course Evaluation | | | | | -٣١ |
| | | | | | |
| Learning and Teaching Resources | | | | | -٣٢ |
| Explanation of Ibn Aqeel Baha al-Din Abdullah bin) Aqeel Al-Masri Al-Hamdani) on the thousand Abu Abdullah Muhammad Jamal al-Din bin Malik | | Prescribed books (methodology if any) | | Teaching Resources | |

| | | |
|---|---|--|
| <p>Explanation of Ibn Aqeel .١ Baha al-Din Abdullah bin) Aqeel Al-Masri Al- Hamdani) on the thousand Abu Abdullah Muhammad Jamal al-Din bin Malik Clear dictation book (Ali .٢ Al-Jarm and Ahmed (Amin Al-Wafi Abbas Hassan .٣ How do you master the .٤ grammar (Ahmed (Skander</p> | Key References (Sources) | |
| As is clear (Ali Al-Jarim and (Ahmed Amin | Mainstream books and references that he recommends (scientific journals (... Reports — | |
| https://www.researchgate.net | Electronic references website (with copy link) | |

| | |
|---|------------|
| Form of description of the courses of the first stage | |
| Computer Science | |
| :Course Name | -٣٣ |
| (First stage) Calculators | |
| :Course Code | -٣٤ |
| A1005 | |
| :Academic system | -٣٥ |
| Annual | |
| Date of preparation of this description | -٣٦ |
| 2025/2/19 | |
| Available forms of attendance | -٣٧ |
| The actual presence of students in the theoretical aspect of classrooms and for computer laboratories in the practical aspect | |
| Number of study hours | -٣٨ |
| hours (working) ٣٠ / hours (theoretical) ٣٠ | |
| Name of the course official | -٣٩ |
| Course Objectives | -٤٠ |
| :The course aims to achieve the following educational objectives Promote a deep understanding of the basic conceptsRelated to the -١ .basic principles of the computer .Develop students' critical and analytical thinking skills -٢ Enhancing the ability to apply theoretical knowledge in practical -٣ .situations Improve effective communication٢٩ skills through discussions and -٤ .presentations | |

| :Learning and teaching strategies -٤١ | | | | | |
|---|----------------------------------|--|--|----------|----------|
| Brainstorming — Modeling learning — Discussion — Education through discovery — The questions of the questions | | | | Strategy | |
| :Structure of the course -٤٢ | | | | | |
| Evaluation method | Learning methods | Name of the unit or subject | Required learning outcomes | Hours | The week |
| Student participation in discussions | Theoretical lecture presentation | Computer Basics | Computer definition AndThe number of aloZA Ef The basic ofForComputer | ٢ | ١ |
| Student participation in discussions | Theoretical lecture presentation | Characteristics of theComputer Digital | Informing students about the advantages andBasic applications ofComputer | ٢ | ٢ |
| Student participation in discussions | Theoretical lecture presentation | Data and Information | Identify the difference between data and information | ٢ | ٣ |
| Student participation in discussions | Theoretical lecture presentation | Data Processing | How do you process the devices ofComputer Data andInformation | ٢ | ٤ |
| Student participation in discussions | Theoretical lecture presentation | Computer system | Identifying the computer system and its main | ٢ | ٥ |

| | | | | | |
|--------------------------------------|----------------------------------|---|---|---|----|
| | | | components | | |
| Student participation in discussions | Theoretical lecture presentation | The structure of memory in the computer | ?How is it done Representation of data and information Inside computers | ٢ | ٦ |
| Student participation in discussions | Theoretical lecture presentation | Computer Generations | Introducing students to the stages of creating a computer | ٢ | ٧ |
| Student participation in discussions | Theoretical lecture presentation | Classification of devices Computer | Introducing students to computer classifications | ٢ | ٨ |
| Student participation in discussions | Theoretical lecture presentation | Classification of digital computers | Introducing students to digital computer classifications | ٢ | ٩ |
| Student participation in discussions | Theoretical lecture presentation | Computer Platform | Student's information on the computer platform | ٢ | ١٠ |
| Readings and discussions | Theoretical lecture | Computer security | Introducing the student to the ethics of the Electron world Y | ٢ | ١١ |
| Readings and discussions | Theoretical lecture | Computer security | Protection from penetration and damage Using the computer | ٢ | ١٢ |
| Discussion | Practical lecture | Physical devices | Introducing students to Interior | ٢ | ١٣ |

| | | | | | |
|---|---|---------------------|--|---|----|
| | presentation Tabop computer | | Components, and Input Devices | | |
| Discussion | Practical lecture presentation Tabop computer | Physical devices | Introduction of students B Output Devices, Storage , Devices Peripheral devices | ٢ | ١٤ |
| | | | Exam | ٢ | ١٥ |
| Student participation in discussions | Theoretical lecture Presentation Computer | Software | Introducing students to Types of programs Ya at | ٢ | ١٦ |
| Discussion | Practical lecture presentation Computer | Operating system | Introducing the student to the objectives, functions, components and types of operating systems | ٢ | ١٧ |
| Discussion | Practical lecture presentation Computer | Operating system | Preparing the student to deal Windows with Basic) 2010 (Orders | ٢ | ١٨ |
| Discussion | Practical lecture presentation Computer | Operating system | Preparing the student to deal Windows with Dealing) 2010 with system (interfaces | ٢ | ١٩ |
| Discussion | Practical lecture | Operating | Preparing the student to deal | ٢ | ٢٠ |

| | | | | | |
|------------|--|---------------------|---|---|----|
| | presentation Computer | system | Windows with Control) 2010 and control commands by (mouse | | |
| Discussion | Practical lecture presentation Computer | Operating system | Preparing the student to deal Windows with Handling) 2010 (files and tracks | ٢ | ٢١ |
| Discussion | Practical lecture presentation Computer | Operating system | Preparing the student to deal Windows with Handling) 2010 multiple (windows | ٢ | ٢٢ |
| Discussion | Practical lecture presentation Computer | Operating system | Preparing the student to deal Windows with Dealing) 2010 with control tools and (system settings | ٢ | ٢٣ |
| Discussion | Practical lecture presentation Computer | Office 2010 | Tel Old idea about the basics of implementing Word a system | ٢ | ٢٤ |
| Discussion | Practical lecture presentation Computer | Office 2010 | Introducing the student to the main page tab | ٢ | ٢٥ |
| Discussion | Practical lecture presentation Computer | Office 2010 | Introducing the student to the tab ofOffer | ٢ | ٢٦ |

| | | | | | |
|------------|--|-------------|--|---|----|
| Discussion | Practical lecture presentation Computer | Office 2010 | Introducing the student to the tabTo include | ٢ | ٢٧ |
| Discussion | Practical lecture presentation Computer | Office 2010 | Introducing students to how to deal with images and shapes | ٢ | ٢٨ |
| Discussion | Practical lecture presentation Computer | Office 2010 | Introducing students to how to deal with tables | ٢ | ٢٩ |
| | | | Exam | ٢ | ٣٠ |

Course Evaluation -٤٣

١- .Conducting theoretical and practical tests monthly / final

٢- .Conducting oral tests

Learning and Teaching Resources -٤٤

| | | |
|--|--|--------------------|
| | Prescribed books methodology) (if any | Teaching Resources |
| (Computer Basics) by the author Al- -١ Khader Ali Al-Khader, ٢٠١٦ | Key References (Sources) | |
| Jha, Davendranath G. <i>Computer concepts and -٢ management information systems.</i> PHI Learning Pvt. Ltd., 2013. | | |
| Zadeh, Lotfi A. Computing with words: -٣ Principal concepts and ideas. Vol. 277. .Springer, 2012 | | |
| | Mainstream books and references that | |

| | | |
|--|--|--|
| | he recommends scientific journals — (... Reports | |
| | Electronic references website (with (copy link | |

| |
|---|
| |
| Description of the decisions of the first stage Human rights |
| :Course Name - ١ |
| Rights The human |
| :Course Code - ٢ |
| A1006 |
| :Academic system - ٣ |

| Annual | | | | | |
|--|------------------|-----------------------------|------------------------------------|-------|----------|
| Date of preparation of this description -٤- | | | | | |
| ٢٠٢٥/٢/١٩ | | | | | |
| Available forms of attendance -٥- | | | | | |
| Just my presence | | | | | |
| Number of study hours -٦- | | | | | |
| ٦٠ hours | | | | | |
| Name of the course official -٧- | | | | | |
| Azhar.Ali.Assi@atued.iq :Name of the course teacher: Azhar Ali Asi Al-Amil | | | | | |
| Course Objectives -٨- | | | | | |
| <p>:The course aims to achieve the following educational objectives</p> <p>Among them are human rights and the sense of their importance and -١- defense</p> <p>.Promote respect for human rights and fundamental freedoms</p> <p>Instilling a sense of responsibility towards individuals and public -٢- interests</p> <p>Disseminating basic knowledge of human rights issues and promoting -٤- their integration with public values</p> <p>-٥- Enabling all individuals to participate effectively in society</p> | | | | | |
| :Learning and teaching strategies -٩- | | | | | |
| Brainstorming — Discussion — The questions of the questions | | | | | Strategy |
| :Structure of the course -١٠- | | | | | |
| Evaluation method | Learning methods | Name of the unit or subject | Required learning outcomes | Hours | The week |
| Daily tests | Asking questions | Human rights Definition | Recognition Analysis and retrieval | ٢ | ١ |
| = | =And the | | = | ٢ | ٢ |

| | | | | | |
|---|--------------------------------------|--|---|---|---|
| | discussion Information sharing | Characteristics The types | | | |
| = | = | Stages of historical development of human rightsHuman rights in ancient civilizations | = | ٢ | ٣ |

| | | | | | |
|---|---|---|-------|---|----|
| = | = | Human rights in the Middle Ages and Modern Ages | = | ٢ | ٤ |
| = | = | First semester exam | = | ٢ | ٥ |
| = | = | International and regional charters issued in the modern era | = | ٢ | ٦ |
| = | = | Non- governmental organizations defending human rights | = | ٢ | ٧ |
| = | = | Democracy Its definition Its principles Its components | = | ٢ | ٨ |
| = | = | Types of democracy | = | ٢ | ٩ |
| = | = | Second semester exam | Empty | ٢ | ١٠ |
| = | = | The phenomenon of administrative corruption Definition And the reasons | = | ٢ | ١١ |
| = | = | Types of administrative corruption and its repercussions on human rights | = | ٢ | ١٢ |

| | | | | | |
|--|--|--|--|---|----|
| | | Democracy Its definition Its principles Its components | | ٢ | ١٣ |
| | | Types of democracy | | ٢ | ١٤ |
| | | Second semester exam | | ٢ | ١٥ |
| | | The phenomenon of administrative corruption Definition And the reasons | | ٢ | ١٦ |
| | | Types of administrative corruption and its repercussions on human rights | | ٢ | ١٧ |
| | | Democracy Its definition Its principles Its components | | ٢ | ١٨ |
| | | Types of democracy | | | |
| | | Second semester exam | | ٢ | ١٩ |
| | | The phenomenon of administrative corruption Definition And the reasons | | ٢ | ٢٠ |

| | | | | | |
|--|--|--|--|-----------------------|----|
| | | Types of administrative corruption and its repercussions on human rights | | ٢ | ٢١ |
| | | Democracy Its definition Its principles Its components | | ٢ | ٢٢ |
| | | | | ٢ | ٢٣ |
| | | | | ٢ | ٢٤ |
| | | | | ٢ | ٢٥ |
| | | | | ٢ | ٢٦ |
| | | | | ٢ | ٢٧ |
| | | | | ٢ | ٢٨ |
| | | | | ٢ | ٢٩ |
| Course Evaluation -١١ | | | | | |
| Daily tests .١ | | | | | |
| Quarterly Exams .٢ | | | | | |
| Reports and research dealing with the vocabulary of the course .٣ | | | | | |
| Learning and Teaching Resources -١٢ | | | | | |
| Rights and freedomsIn .١ a biased world) Anwar Ahmed Ruslan Democracy and) .٢ (Human Rights Mohammed Abed Al-Jabri Human rights are) .٣ developed by their contents, protection) Riad Aziz Hadi | | Prescribed books (methodology if any) | | Teaching Resources | |
| Universal Declaration of Human Rights ١٩٤٨ European Convention on .٢ Human Rights ١٩٥٠ | | Key References (Sources) | | | |

| | | |
|--|--|--|
| United Nations Charter .٣ Publication of the United Nations Information Center / New York | | |
| Human rights between reality and ambition Journal of Political Science, University of Baghdad (Balsam Abdul Hussein Laibi | Mainstream books and references that he recommends (scientific (... journals — Reports | |
| Publication (Human Rights (Basic Concepts Arab Network for Human Rights Www.gohod.net | Electronic references website (with copy link) | |

| Form of description of the courses of the first stage Educational Sociology | |
|--|--|
| ١- Course Name : | |
| Educational Sociology | |
| ٢- Course Code : | |
| A1007 | |
| ٣- Academic system : | |
| Annual | |
| ٤- Date of preparation of this description : | |
| ٢٠٢٥/٢٠٢٤ | |
| ٥- Available forms of attendance : | |
| Just my presence | |
| ٦- Number of study hours : | |
| ٦٠ ٦٠ Number of units | |
| ٧- Name of the course official : | |
| The name of the course teacher :Dr. Ibrahim Khalil Idan, thor of God | |
| The email : ibrahimkhalilIdan@utq.edu.iq الصفحة ٤١ | |

| Course Objectives -٨ | | | | | |
|---|--|---|----------------------------|-------|----------|
| <p>:The course aims to achieve the following educational objectives</p> <p>Explaining the educational process from a social point of view .١</p> <p>And shedding light on the upbringing of youth through socialization .٢</p> <p>Statement of the importance of the role of socialization institutions .٣</p> <p>And help students to train and feel the importance of the educational .٤</p> <p>process by visiting schools</p> <p>. Knowledge Goals Science Meeting Educational .٥</p> <p>. Knowledge Students With features Thought Meeting .٦</p> <p>Understanding students For a concept Upbringing Social .٧</p> | | | | | |
| :Learning and teaching strategies -٩ | | | | | |
| Lecture - Brainstorming — Discussion — The questions of the questions | | | | | Strategy |
| :Structure of the course -١٠ | | | | | |
| Evaluation method | Learning methods | Name of the unit or subject | Required learning outcomes | Hours | The week |
| Feedback Daily test | Discussion Brainstorming The questions of the questions The developed lecture | What is the science of educational ?sociology | | ٢ | ١ |
| Feedback Daily test | Discussion | The concept of educational sociology | | ٢ | ٢ |
| Feedback | Brainstorming | The development of educational sociology | | ٢ | ٣ |
| Daily test | The questions of the questions | Objectives of educational sociology | | ٢ | ٤ |
| Feedback | The | Educational | | ٢ | ٥ |

| | | | | | |
|------------|--------------------------------|---|--|---|----|
| | developed lecture | Sociology Topics | | | |
| Daily test | Discussion | The purposes of educational sociology | | ٢ | ٦ |
| Feedback | Brainstorming | Education and its social approach | | ٢ | ٧ |
| Feedback | The questions of the questions | Definition of education | | ٢ | ٨ |
| Daily test | The developed lecture | Historical development of the education file | | ٢ | ٩ |
| Feedback | Discussion | Features of social thinking | | ٢ | ١٠ |
| Daily test | Brainstorming | Educational Sociology in Contemporary Thought | | ٢ | ١١ |
| Feedback | The questions of the questions | Emil Durkheim and the educational meeting | | ٢ | ١٢ |
| Daily test | The developed lecture | Socialization | | ٢ | ١٣ |
| Feedback | Discussion | Socialization institutions | | ٢ | ١٤ |
| Daily test | Brainstorming | Socialization methods within the family | | ٢ | ١٥ |
| Feedback | The questions of the questions | Social Development | | ٢ | ١٦ |
| Daily test | The developed lecture | Socialization scale | | ٢ | ١٧ |
| Feedback | Discussion | Developmental development mechanisms | | ٢ | ١٨ |

| | | | | | |
|--|--------------------------------|------------------------------|--|--------------------|-------------|
| Daily test | Brainstorming | Socio-educational culture | | | |
| Feedback | The questions of the questions | Characteristics of culture | | ٢ | ١٩ |
| Daily test | The developed lecture | Culture Jobs | | ٢ | ٢٠ |
| Feedback | Discussion | Social roles | | ٢ | ٢١ |
| Daily test | Brainstorming | Social control | | ٢ | ٢٢ |
| Feedback | The questions of the questions | Methods of social control | | ٢ | ٢٣ |
| Daily test | The developed lecture | Social change | | ٢ | ٢٤ |
| Feedback | Discussion | The concept of social change | | ٢ | ٢٥ |
| Daily test | Brainstorming | Factors of social change | | ٢ | ٢٦ |
| Feedback | The questions of the questions | Stages of social change | | ٢ | ٢٧ |
| Daily test | The developed lecture | Trends of social change | | ٢ | ٢٨ |
| Feedback | Discussion | Theories of social change | | ٢ | ٢٩ |
| Course Evaluation | | | | | - ١١ |
| | | | | | |
| Learning and Teaching Resources | | | | | - ١٢ |
| Emile Dor Kaheim, the rules of the curriculum in sociology, Al-Nahda, Cairo, ١٩٩٩ Dr• Ibrahim Nasser, Educational Sociology , Dar Al-Taria, Amman, ٢٠٠٤ | | • | Prescribed books methodology if) (any | Teaching Resources | |
| Dr• Abdullah Al-Rashdan, Educational Sociology, Dar | | • | Key References (Sources) | | |

| | | |
|---|--|--|
| Ammar, Amman, ١٩٩٨ Dr• Ibrahim Othman, Origins in • , Sociology, Dar Kazma, Kuwait 1983 Dr• Mahmoud Al-Sayed, • Studies in Education and Society, Nadeem, Cairo, ١٩٨٨ | | |
| Dr• Ibrahim Othman, Origins in • , Sociology, Dar Kazma, Kuwait 1983 Dr• Mahmoud Al-Sayed, • Studies in Education and Society, Nadeem, Cairo, ١٩٨٨ | Mainstream books and references that he recommends scientific journals) (... Reports — | |
| https://kolalkotob.com/read/4436 | Electronic references website (with copy link) | |

| |
|--|
| Description of a decision The first stage Environmental Education and Sustainable Development |
| Course Name: Environmental Education -١ |
| Environmental Education |
| :Course Code -٢ |
| A1008 |
| :Academic system -٣ |
| Annual |
| Date of preparation of this description -٤ |
| ٢٠٢٥/٢/١٧ |
| Available forms of attendance -٥ |
| Just my presence |
| Number of study hours -٦ |
| Number of hours (٣٠) Number of units (٣٠) |
| Name of the course official -٧ |
| |

Name of the course teacher: M. M. Saad Ta'im Sabr

Course Objectives -٨

:The course aims to achieve the following educational objectives
Listen Students Well For a subject The lesson Which Includes concepts -١
Environmental Educational

Response Students For questions Related In Science Education Environmental .٢

Development Concepts Private In education Environmental And environmental .٣
ethics At Students

He knows Students On Principles And the foundations Education Environmental .٤

:Learning and teaching strategies -٩

Brainstorming – Discussion – Questions

Strategy

:Structure of the course -١٠

| Evaluation method | Learning methods | Name of the unit or subject | Required learning outcomes | Hours | The week |
|-------------------|------------------------|--------------------------------|--|-------|----------|
| Daily preparation | Discussion and lecture | Environmental | Definition of environment and ecology | ٢ | ١ |
| Daily preparation | Discussion and lecture | The general and common concept | The concept of the environment natural and) artificial (environment | ٢ | ٢ |
| Daily preparation | Discussion and lecture | Ecosystem | Environment and Geography | ٢ | ٣ |
| Daily preparation | Discussion and lecture | On all levels | The development of ecology | ٢ | ٤ |
| Daily preparation | Discussion and lecture | Meaning and concept | Ecosystems | ٢ | ٥ |
| Daily preparation | Discussion and lecture | Traditional and modern | ADThe evolution of the relationship | ٢ | ٦ |

| | | | | | |
|-------------------|------------------------|--|---|---|----|
| | | | between natural and human systems | | |
| Daily preparation | Discussion and lecture | Lithosphere,) atmosphere | Ecosystem (components | ٢ | ٧ |
| Daily preparation | Discussion and lecture | Water Cover) | Hydrosphere, Biosphere | ٢ | ٨ |
| Daily preparation | Discussion and lecture | Natural and human | Environment and Development | ٢ | ٩ |
| Daily preparation | Discussion and lecture | Its effect and effect | Sustainable development and environmental awareness | ٢ | ١٠ |
| Daily preparation | Discussion and lecture | Language and terminology | Environment and environmental pollution | ٢ | ١١ |
| Daily preparation | Discussion and lecture | External and internal | Air pollution, confiscation and excitement | ٢ | ١٢ |
| Daily preparation | Discussion and lecture | Natural and artificial | Complementing air pollution, confiscation and excitement | ٢ | ١٣ |
| Daily preparation | Discussion and lecture | Internal and external | Water pollution, confiscation and excitement | ٢ | ١٤ |
| Daily preparation | Discussion and lecture | Natural | Complementation of water pollution, confiscation and excitement | ٢ | ١٥ |
| Daily preparation | Discussion and lecture | Soil pollution, confiscation and excitement | Ecosystem components lithosphere,) (atmosphere | ٢ | ١٦ |
| Daily preparation | Discussion and lecture | Complementation of soil pollution, confiscation and excitement | Hydrosphere, Biosphere | ٢ | ١٧ |
| Daily preparation | Discussion and lecture | Noise pollution, confiscation and excitement | Environment and Development | ٢ | ١٨ |
| Daily | Discussion | Completion of | Sustainable | | |

| | | | | | |
|--|------------------------|--|--|---|----|
| preparation | and lecture | noise pollution, confiscation and excitement | development and environmental awareness | | |
| Daily preparation | Discussion and lecture | Plant pollution and excitement | Environment and environmental pollution | ٢ | ١٩ |
| Daily preparation | Discussion and lecture | Health pollution and stirring | Air pollution, confiscation and excitement | ٢ | ٢٠ |
| Daily preparation | Discussion and lecture | Radioactive pollution, confiscation and excitement | Complementing air pollution, confiscation and excitement | ٢ | ٢١ |
| Daily preparation | Discussion and lecture | Completion of radioactive pollution, confiscation and excitement | Environmental problems | ٢ | ٢٢ |
| Daily preparation | Discussion and lecture | Heavy element contamination | Environmental Awareness | ٢ | ٢٣ |
| Daily preparation | Discussion and lecture | Effects of pollution with heavy elements | Concepts of environmental education | ٢ | ٢٤ |
| Daily preparation | Discussion and lecture | Environmental problems drought and) desertification (problem | Sustainable Development | ٢ | ٢٥ |
| Daily preparation | Discussion and lecture | Global warming | Positive effects on society | ٢ | ٢٦ |
| Daily preparation | Discussion and lecture | Solid, liquid and gaseous waste | Negative effects on society | ٢ | ٢٧ |
| Daily preparation | Discussion and lecture | Depletion of resources | The importance of education | ٢ | ٢٨ |
| Daily preparation | Discussion and lecture | Environmental Laws and Legislations | Objectives of environmental education | ٢ | ٢٩ |
| Course Evaluation -١١ | | | | | |
| | | | | | |
| Learning and Teaching Resources -١٢ | | | | | |
| There isn't | | Prescribed books (methodology if | | | |

| | | |
|---|---|--|
| | (any | Teaching Resources |
| Hassan Sayed Ahmed — ١ Abu Al-Enein and others, Geography of Man and Environment, Academic House for Publishing and Distribution, Kuwait, ١١, ٢٠٠٦ | Key References (Sources) | |
| Raja Waheed Dwidry, — ١ the environment is understandableContemporary scientific and its intellectual heritage depth, Dar Al-Fikr for Publishing and Distribution, Damascus, ١١, ٢٠٠٤ Hussein Al-Saadi, — ٢ Ecology, Dar Al-Yazouri | Mainstream books and references that he recommends (scientific (...journals - reports | |
| P Jo | Description of the decisions of the first stage Origins of Education (Fundamentals of Education) | |
| | : Course Name -١ | |
| | environmental education | Principles of the foundations of education |

| | |
|---|----------|
| :Course Code -٢ | |
| A1009 | |
| : The school system -٣ | |
| Annual | |
| Date of preparation of this description -٤ | |
| 22/2/2025 | |
| Available forms of attendance -٥ | |
| Just my presence | |
| Number of study hours -٦ | |
| Hours ٣ | |
| Name of the course official -٧ | |
| <p>The name of the course teacher : asst.inst. Israa Nizar Musa</p> <p>The email Israanizar1@gmail.com.....:</p> | |
| Course Objectives -٨ | |
| <p>:The course aims to achieve the following educational goals</p> <p>Supplying students with knowledge -١</p> <p>Mutual dialogue between students .٢</p> <p>Statement of the importance of psychological counseling for students when they -٣ . practice work</p> <p>Students acquire the skill of elocution .٤</p> <p>As well as raising the level of scientific confidence among students .٥</p> | |
| :Learning and teaching strategies -٩ | |
| Brainstorming — Discussion — The questions of the questions — | Strategy |

| The lecture — Methods of solving educational and scientific problems Dialogue — Collaborative Learning — Scientific debates — | | | | | |
|--|---------------------------|--|--|-------|----------|
| :The structure of the course -\ . | | | | | |
| Evaluation method | Learning methods | Name of the unit or subject | Required learning outcomes | Hours | The week |
| Self-assessment | The lecture | Introduction to the origins of education | Definition of education and its importance | 3 | 1 |
| Group Evaluation | Discussion | Introduction to the origins of education | Goals and purposes of education | 3 | 2 |
| Daily tests | Collaborative Learning | Philosophical basis | The relationship between education and education | 3 | 3 |
| Self-assessment | Scientific debates | Philosophical basis | The relationship between education and society | 3 | 4 |
| Daily constructive tests | The questions of patience | History of Educational Thought | Education in ancient civilizations | 3 | 5 |
| Oral tests | Dialogue | History of Educational Thought | Education in ancient civilizations | 3 | 6 |
| Quarterly tests | The lecture | History of Educational Thought | Education in ancient civilizations | 3 | 7 |

| | | | | | |
|--------------------|--|--|--|---|----|
| QUAR EVALUATION | Methods of solving educational and scientific problems | History of Educational Thought | Education in the Middle Ages | 3 | 8 |
| Daily tests | Collaborative Learning | History of Educational Thought | Education in the Middle Ages | 3 | 9 |
| Daily tests | Brainstorming | History of Educational Thought | Education in the modern era | 3 | 10 |
| Daily tests | Brainstorming | History of Educational Thought | Education in the modern era | 3 | 11 |
| Oral tests | Discussion and dialogue | History of Educational Thought | Arab Educational Thought Media | 3 | 12 |
| Oral tests | Discussion and dialogue | History of Educational Thought | Arab Educational Thought Media | 3 | 13 |
| Daily tests | The lecture | History of Educational Thought | Media of Western educational thought | 3 | 14 |
| Daily tests | The lecture | History of Educational Thought | Media of Western educational thought | 3 | 15 |
| Oral test | Discussion and dialogue | His place is a woman in Islam | His place is a woman in Islam | 3 | 16 |
| Oral test | Discussion and dialogue | His place is a woman in Islam | His place is a woman in Islam | 3 | 17 |
| Oral test | Discussion and dialogue | The importance of women's education in Islam | The importance of women's education in Islam | 3 | 18 |

| | | | | | |
|---------------|------------------------|--|--|---|----|
| Daily tests | The lecture | The importance of women's education in Islam | The importance of women's education in Islam | | |
| Two-day tests | The lecture | Preparing women for her role in society | The number of women in society | 3 | 19 |
| Oral test | Dialogue and dialogue | His place is a woman in Islam | His place is a woman in Islam | 3 | 20 |
| Daily tests | Collaborative Learning | Equality in human value between men and women | Equality | 3 | 21 |
| Daily tests | Collaborative Learning | Equality in the human resurrection between men and women | Equality | 3 | 22 |
| Daily tests | Collaborative Learning | Equality in the human resurrection between men and women | Equality | 3 | 23 |
| Oral tests | Scientific debates | The scientific basis of education | The scientific method of education | 3 | 24 |
| Oral tests | Scientific debates | The scientific basis of education | The scientific method of education | 3 | 25 |
| Oral tests | Scientific debates | The scientific basis of education | The concept of scientific research | 3 | 26 |
| Oral tests | Scientific debates | The scientific basis of education | The concept of scientific research | 3 | 27 |

| | | | | | |
|-----------------|------------|----------|------------|---|----|
| Quarterly tests | Discussion | Research | Historical | 3 | 28 |
|-----------------|------------|----------|------------|---|----|

Course Description Form The second stage

:Course Name -۱۳

in education

Course Evaluation

Evaluation

:Course Code - 14

with sober scientific information and knowledge, which therefore benefits the student and society as the future teacher

:Academic system - ۱۵

Yes

Prescribed books (

Methodology, if any

Annual

Teaching Resources

Yes

Main References (Sources)

Yes

Mainstream books and references that he recommends (Scientific (... Journals — Reports

E-References Website
(With copying the link)

| | | | | | |
|--|-------------------------|------------------------------------|-----------------------------------|--------------|-----------------|
| Date of preparation of this description -١٦ | | | | | |
| ٢٠٢٥-٢-٢٠ | | | | | |
| Available forms of attendance -١٧ | | | | | |
| Just my presence | | | | | |
| Number of study hours -١٨ | | | | | |
| hours Number of units ٦٠ units ٦٠ | | | | | |
| Name of the course official -١٩ | | | | | |
| .: Name of the course teacher:asst.Prof. Dr. Sanabel Snaban Al-Hadawi. AmyFor | | | | | |
| Course Objectives -٢٠ | | | | | |
| <p>:The course aims to achieve the following educational goals</p> <p>-١ Introduction to ancient and modern curricula</p> <p>-٢ Introducing the student to the theories of curriculum formulation</p> <p>-٣ Gaining students the ability to discriminateN Types of curricula</p> <p>-٤ Gaining the student skills in the ability to research and see what is recommendedFor He has modern theories in the construction and formulation of curricula</p> <p>-٥ Acquiring the skill of discrimination and comparisonN Single textbook and curriculum or course</p> <p>-٦ Providing the learner with cognitive, emotional and motor skills through the tasks and activities assigned to him for his class during his study period for the curriculum and textbooks</p> | | | | | |
| :Learning and teaching strategies -٢١ | | | | | |
| Collaborative Learning — Discussion — Brainstorming - Lecture — Mini-teaching | | | | | Strategy |
| :Structure of the course -٢٢ | | | | | |
| Evaluation method | Learning methods | Name of the unit or subject | Required learning outcomes | Hours | The week |
| Daily participation and preparation | Lecture | The method is ancient and modern | Definition of the curriculum | ٢ | ١ |
| Daily participation | Lecture | The method is | The | ٢ | ٢ |

| | | | | | |
|-------------------------------------|----------------------|----------------------------------|--|---|----|
| and preparation | | ancient and modern | traditional method | | |
| Daily participation and preparation | Discussion | The method is ancient and modern | The modern curriculum | ٢ | ٣ |
| Daily participation and preparation | Discussion | The method is ancient and modern | The modern curriculum | ٢ | ٤ |
| Daily exam | Self-learning | The method is ancient and modern | Comparison between the modern method and the traditional method | ٢ | ٥ |
| Daily participation and preparation | Induction | The method is ancient and modern | The basics of curriculum construction | ٢ | ٦ |
| Daily participation and preparation | Learn my cooperation | The method is ancient and modern | Curriculum Building Theories | ٢ | ٧ |
| Daily participation and preparation | Learn my cooperation | The method is ancient and modern | Essential theory | ٢ | ٨ |
| Daily participation and preparation | Learn my cooperation | The method is ancient and modern | Encyclopedic theory | ٢ | ٩ |
| Daily participation and preparation | Learn my cooperation | The method is ancient and modern | The theory of pragmatism | ٢ | ١٠ |
| Daily exam | Learn my cooperation | The method is ancient and modern | Applied theory | ٢ | ١١ |
| Daily participation and preparation | Self-learning | Elements of the curriculum | Elements of the curriculum | ٢ | ١٢ |
| Daily participation and preparation | Induction | Elements of the curriculum | Educational Goals | ٢ | ١٣ |
| Daily participation and preparation | Induction | Elements of the curriculum | Content | ٢ | ١٤ |
| Daily participation and preparation | Induction | Classification of curricula | Types of curricula | ٢ | ١٥ |

| | | | | | |
|---|----------------------|-----------------------------|---|---|----|
| Daily participation and preparation | Induction | Classification of curricula | Curriculum of subjects | ٢ | ١٦ |
| Daily participation and preparation | Induction | Classification of curricula | The curriculum of separate subjects | ٢ | ١٧ |
| Daily participation and preparation | Induction | Classification of curricula | Method of related materials | ٢ | ١٨ |
| Daily participation and preparation | | | First semester exams | | |
| Daily participation and preparation | Self-learning | Classification of curricula | Activity approach | ٢ | ١٩ |
| Daily participation and preparation | Self-learning | Classification of curricula | Projects Curriculum | ٢ | ٢٠ |
| Daily participation and preparation | Self-learning | Classification of curricula | Units Method | ٢ | ٢١ |
| Daily participation and preparation | Self-learning | Classification of curricula | Axis approach | ٢ | ٢٢ |
| Daily exam | Learn my cooperation | Curriculum and Calendar | Evaluation and development of the curriculum | ٢ | ٢٣ |
| Daily participation and preparation | Learn my cooperation | Curriculum and Calendar | The concept of calendar and its importance | ٢ | ٢٤ |
| Daily participation and preparation | Learn my cooperation | Curriculum and Calendar | And the calendar guest and its steps | ٢ | ٢٥ |
| Daily participation and preparation | Induction | Curriculum and Calendar | The impact of evaluation results on the curriculum | ٢ | ٢٦ |
| Daily participation and preparation | Induction | Curriculum and Calendar | Calendar tools | ٢ | ٢٧ |
| For daily participation and preparation | Induction | Curriculum and Calendar | Curriculum Development Strategy | ٢ | ٢٨ |

| | | | | | |
|--|-----------|---------------------------------------|----------------------------|--------------------|-----|
| For daily participation and preparation | Induction | Curriculum and Calendar | Elements of the curriculum | ٢ | ٢٩ |
| Course Evaluation | | | | | -٢٣ |
| Exams, daily, quarterly and final ١ | | | | | |
| .Reports that are written after reviewing sources Other Within libraries | | | | | -٢ |
| Inclassic activities | | | | | -٣ |
| Learning and Teaching Resources -٤ | | | | | |
| The curriculum and the textbook Dr. Tariq's -١ sky | | Prescribed books (methodology if any) | | Teaching Resources | |
| The curriculum and the textbook Dr. Abdul Salam Daoud | | Key References | | | |
| Second Stage Course Description Form Educational psychology | | | | | |
| :Course Name -١ | | | | | |
| Te lib | | Educational psychology | | | |
| :Course Code -٢ | | Electronic references | | | |
| Lectures on curriculum building | | website (with copy link) | | B1015 | |

| | |
|--|----------|
| ٣- Academic system | |
| Annual | |
| ٤- Date of preparation of this description | |
| ٢١/٢/٢٠٢٥ | |
| ٥- Available forms of attendance | |
| Just my presence | |
| ٦- Number of study hours | |
| ٦٠ | |
| ٧- Name of the course official | |
| Name of the course teacher: Anam Qasim Khaf Email: 234111en@gmail.com | |
| ٨- Course Objectives | |
| :The course aims to achieve the following educational objectives ١. That He knows The student On Concept Science The soul . Educational And fields His interests And his study ٢. That He knows The student On Meaning Goals Educational And . its classification And convert it To Goals Educational ٣. That Understands The student Meaning Memory And its nature .And its role In Teaching ٤. That He knows The student On Importance Motivation In Field Science The soul Educational ٥. That He knows The student On Meaning Transfer Effect Learning And its applications Educational ٦. That He knows Understands The student Meaning Concept And its relationship Thinking Scientific And thinking Creative ٧. That He knows The student On Meaning Nutrition The return And . its types And its importance For For the teacher ٨. That He knows The student On Theories Education And its . applications Educational ٩. . That Understands The student Factors Influencer In Learning ١٠. That He knows The student On Skills And habits And how . Acquiring it And benefit From her In Learning | |
| ٩- :Learning and teaching strategies | |
| Brainstorming — Discussion — The questions of the questions | Strategy |

| :Structure of the course -١٠- | | | | | |
|-------------------------------|------------------|---|----------------------------|-------|----------|
| Evaluation method | Learning methods | Name of the unit or subject | Required learning outcomes | Hours | The week |
| | | Introduction to Nose Science Educational S | | ٢ | ١ |
| | | The nature and importance of psychology, its goals and fields | | ٢ | ٢ |
| | | Schools of Psychology, Branches of Psychology | | ٢ | ٣ |
| | | The definition of educational psychology, the origin of educational psychology, the relationship of educational psychology with the branches of .psychology | | ٢ | ٤ |
| | | Behavior and factors affecting it definition of) (behavior | | ٢ | ٥ |
| | | Educational Process and Educational Psychology | | ٢ | ٦ |
| | | Research Methods in Psychology and Educational Psychology | | ٢ | ٧ |
| | | Attention and sensory perception | | ٢ | ٨ |

| | | | | | |
|--|--|---|--|---|----|
| | | The meaning of . attention | | | |
| | | Sensory .perception The meaning of sensation and perception, types .of sensations Factors affecting sensation and .perception | | ٢ | ٩ |
| | | Intelligence - Definition of Intelligence - Measuring IntelligenceAnd its tests – the use of .IQ in schools | | ٢ | ١٠ |
| | | Motivation in .learning The importance of studying motivation The nature of .motivation Educational functions of .motivation | | ٢ | ١١ |
| | | The strategy of arousing students' motivation towards .learning | | ٢ | ١٢ |
| | | The process of remembering and .forgetting Remembering and .forgetting Sections of the recall process | | ٢ | ١٣ |
| | | Types of memory sensory memory,) short-term memory, long-term .memory | | ٢ | ١٤ |

| | | | | | |
|--|--|---|--|---|----|
| | | Factors affecting the processes of remembering and .forgetting | | | |
| | | Ways to improve the memory .process Explanation of forgetting (its .(causes Theories of forgetting | | ٢ | ١٥ |
| | | Transmission of the impact of .learning The concept of - the transition of the impact of learning .and its types The importance - of studying the transfer of the .effect of learning How to benefit - from the transition process in the learning and education process | | ٢ | ١٦ |
| | | Feedback The concept of feedback. The importance of studying feedback. Types of feedback Feedback .classifications | | ٢ | ١٧ |
| | | Thinking The meaning of thinking, types of thinking, ways to provoke and | | ٢ | ١٨ |

| | | | | | |
|---------------------------------|--|---|--|---|------|
| | | develop thinking | | | |
| | | Learning theories | | | |
| | | The concept of theory - the benefits of theory - the objectives of the theory Pavlov's conditional learning theory | | ٢ | ١٩ |
| | | The theory of learning by trying and wrong | | ٢ | ٢٠ |
| | | Gestalt theory | | ٢ | ٢١ |
| | | Social learning theory (basic concepts - interpretation of the learning process - and educational (applications | | ٢ | ٢٢ |
| | | .Learn concepts | | ٢ | ٢٣ |
| | | . .Its importance His nature. Generalization of the concept | | ٢ | ٢٤ |
| | | Individual .differences | | ٢ | ٢٥ |
| | | Meaning Individual differences. Its impact on learning | | ٢ | ٢٦ |
| | | How to consider it in teaching | | ٢ | ٢٧ |
| | | Educational Goals | | ٢ | ٢٨ |
| | | It's the ways to formulate it | | ٢ | ٢٩ |
| Course Evaluation | | | | | - ١١ |
| | | | | | |
| Learning and Teaching Resources | | | | | - ١٢ |
| Fundamentals of Educational | | Prescribed books | | | |

| | | |
|---|--|--------------------|
| Psychology | (methodology if any) | Teaching Resources |
| Educational psychology Cognitive Psychology Thinking without limits | Key References (Sources) | |
| | Mainstream books and references that he recommends (scientific (... journals — Reports | |
| | Electronic references website (with copy link) | |

| | |
|--|--|
| Description of the decisions of the second stage | |
| Description of the course of social psychology | |
| -١ Course Name : | |
| Social Psychology | |
| -٢ Course Code : | |
| B1013 | |
| -٣ Academic System: Annual | |
| Annual | |
| -٤ Date of preparation of this description | |
| ٢٠٢٥/٢/١٩ | |
| -٥ Available forms of attendance | |
| Just my presence | |
| -٦ Study T (٦٠) Total number of units | |
| (60) | |
| -٧ Name of the course official | |
| AThe name of the course teacher: .asst.inst. Hussein Jamel Taleb : M.hussain.t.jameel@utq.edu.iq The email | |
| -٨ Course Objectives | |
| :The course aims to achieve the following educational objectives ١- Students' knowledge of what social psychology is and what it is understood ٢- Identifying the historical basis of social psychology ٣- Clarifying the goals of social psychology for students ٤- Identifying social diseases and their basis .. ٥- Identifying the concept of socialization ٦- Teaching students how to deal with the most important agencies and socialization institutions ٧- Introducing students to the development of positive trends and their importance for the desired socialization ٨- Teaching students how toBenefit from the desired social behavior ٩- Explaining the importance of social change for society as a whole ١٠- Knowing, understanding and applying social ideas and accepting the social change that afflicts society | |

| :Learning and teaching strategies -٩ | | | | | |
|--|--------------------------|---|--|-----------|------------------|
| Brainstorming — Discussion — The questions of the questions — Interrogation — Roles | | | | | Str ate gy |
| :Structure of the course -١٠ | | | | | |
| Evaluation method | Learnin g method s | Name of the unit or subject | Requi red learni ng outco mes | Ho urs | The wee k |
| Oral test | Discussi on | What is the definition ?of social psychology | | ٢ | ١ |
| | | What is the concept ?of social psychology | | ٢ | ٢ |
| | Discussi on | Objectives of social psychology | | ٢ | ٣ |
| Academic test | | Some opinions of Arab and Muslim scientists in social psychology | | ٢ | ٤ |
| | | Research Methods Used in Social Psychology | | ٢ | ٥ |
| Feedback | | ?What is socialization | | ٢ | ٦ |
| | | The historical basis of social psychology | | ٢ | ٧ |
| | | General characteristics of socialization | | ٢ | ٨ |
| Role Playing | | The benefit and importance of the concept of socialization | | ٢ | ٩ |
| | Interroga tion | Socialization Agencies | | ٢ | ١٠ |
| | | Parenting methods | | ٢ | ١١ |

| | | | | | |
|---------------|---------------|---|--|---|----|
| | | used in socialization | | | |
| | Brainstorming | The most important theories of the concept of socialization | | ٢ | ١٢ |
| | | Values in Psychological Thought | | ٢ | ١٣ |
| | | The concept of values | | ٢ | ١٤ |
| | | The most important characteristics of values | | ٢ | ١٥ |
| | | Measuring values | | ٢ | ١٦ |
| | | Definition of intolerance | | ٢ | ١٧ |
| | | Factors of the emergence of intolerance | | ٢ | ١٨ |
| Academic test | | Theories that dealt with and explained intolerance | | | |
| | | The concept of direction | | ٢ | ١٩ |
| | | Components of the trend | | ٢ | ٢٠ |
| Oral test | | The most important characteristics of the trend | | ٢ | ٢١ |
| | | The importance, usefulness and functions of the trend | | ٢ | ٢٢ |
| | | Types of trends and way of expressing direction | | ٢ | ٢٣ |
| | | Factors affecting the direction and the way trends change | | ٢ | ٢٤ |
| | | Social diseases | | ٢ | ٢٥ |
| | | Some theories that dealt with and explained social diseases | | ٢ | ٢٦ |

| | | | | | |
|--|-----------|--|--|--------------------|------|
| | Role play | General characteristics of deviation | | ٢ | ٢٧ |
| | | What is the concept of status and social ?role | | ٢ | ٢٨ |
| | | The difference between social role and social role | | ٢ | ٢٩ |
| Course Evaluation | | | | | - ١١ |
| | | | | | |
| Learning and Teaching Resources | | | | | - ١٢ |
| | | | Prescribed books methodology if) (any | Teaching Resources | |
| The flag ofThe same social for the second grades in the Faculty of Education. Dr. Amal Hussein Yacoub | | Key References (Sources) | | | |
| | | Mainstream books and references that he recommends scientific journals) (... Reports — | | | |
| :https://mawdoo3.com/%D8%AA%D8%B9%D8%B1%D9%8A%D9%81%D8%B9%D9%84%D9%85%D8%A7%D9%84%D9%86%D9%81%D8%B3%D8%A7%D9%84%D8%A7%D8%AC%D8%AA%D9%85%D8%A7%D8%B9%D9%8A | | Electronic references website (with copy (link | | | |

| |
|---|
| |
| Description of the decisions of the second stage |
| Description of the descriptive educational statistics course |
| :Course Name -١ |
| Descriptive statistics |

| :Course Code -٢ | | | | | |
|--|-------------------------------------|---------------------------------------|----------------------------|-------|----------|
| D1014 | | | | | |
| :Academic system -٣ | | | | | |
| Annual | | | | | |
| Date of preparation of this description -٤ | | | | | |
| ٢٠٢٥/٢٠٢٤ | | | | | |
| Available forms of attendance -٥ | | | | | |
| Just my presence | | | | | |
| Number of study hours -٦ | | | | | |
| Number of units ٩٠ ٦٠ | | | | | |
| Name of the course official -٧ | | | | | |
| <p>The course teacher . Dr. Ibrahim Khalil Idan Al-Jarallah IbrahimkhalilIdan@utq.edu.iq : The email</p> | | | | | |
| Course Objectives -٨ | | | | | |
| <p>: The course aims to make The student Able On</p> <p>١. Identify the most important different statistical concepts and the importance of studying them</p> <p>٢. And train them on how to deal with educational and psychological data in terms of collecting and representing them and Describe it quantitatively and qualitatively and perform calculations</p> | | | | | |
| :Learning and teaching strategies -٩ | | | | | |
| Lecture, discussion and questioning | | | | | Strategy |
| :Structure of the course -١٠ | | | | | |
| Evaluation method | Learning methods | Name of the unit or subject | Required learning outcomes | Hours | The week |
| Accessive/editorial and oral tests | Lecture, discussion and questioning | The concept of educational statistics | | ٣ | ١ |
| = | = | ConceptFor | | ٣ | ٢ |

| | | | | | |
|-----------------------------|---|---|--|---|----|
| | | descriptive statistics and inferential statistics | | | |
| = | = | The objectives of studying educational statistics are important | | ٣ | ٣ |
| = | = | Statistical data, its types, its importance | | ٣ | ٤ |
| = | = | Data collection methods | | ٣ | ٥ |
| = | = | Data Collection Tools | | ٣ | ٦ |
| Editorial exam | | Statistical information | | ٣ | ٧ |
| Eribritorial and oral tests | = | Its classification, its types, its importance | | ٣ | ٨ |
| = | = | The difference between data and information | | ٣ | ٩ |
| = | = | Types of variables | | ٣ | ١٠ |
| = | = | Quality and quantity | | ٣ | ١١ |
| = | = | Connected and separate quantity | | ٣ | ١٢ |
| = | = | Classification of variables by origin | | ٣ | ١٣ |
| = | = | Classification of variables by impact and impact | | ٣ | ١٤ |

| | | | | | |
|---|---|---|--|---|----|
| = | = | Classification of variables according to measurement methods | | ٣ | ١٥ |
| = | = | Nominal and rank variables | | ٣ | ١٦ |
| = | = | Viosive and relative variables | | ٣ | ١٧ |
| = | = | View and organize data | | ٣ | ١٨ |
| = | = | Create a repeat distribution table | | ٣ | |
| = | = | Chart | | ٣ | ١٩ |
| = | = | The polygon and the iterative runway | | ٣ | ٢٠ |
| = | = | Graphical circuit | | ٣ | ٢١ |
| = | = | Measures of central tendency | | ٣ | ٢٢ |
| = | = | The middle, the middle and the middle | | ٣ | ٢٣ |
| = | = | The relationship between measures of central tendency | | ٣ | ٢٤ |
| = | = | Measures of absolute dispersion range of) variation standard | | ٣ | ٢٥ |

| | | | | | |
|---|---|--|--|---|-----|
| | | (deviation | | | |
| = | = | Measures of relative dispersion coefficient of) difference and standard degree of standard (error | | ٣ | ٢٦ |
| = | = | Transactions exceptThe link of its concept, its types, methods of calculation and interpretation | | ٣ | ٢٧ |
| = | = | Pearson correlation coefficient | | ٣ | ٢٨ |
| = | = | Sperman correlation coefficient | | ٣ | ٢٩ |
| | | Fi correlation coefficient | | ٣ | ٣٠ |
| Course Evaluation | | | | | -١١ |
| | | | | | |
| Learning and Teaching Resources | | | | | -١٢ |
| Descriptive and inferential statistics in psychology, education and sociology | Prescribed books (methodology if any) | Teaching Resources | | | |
| Fundamentals of Statistics in Education and Social Sciences, I) | Key References (Sources) | | | | |
| Educational and psychological measurement and statistics | Mainstream books and references that he recommends scientific journals —) (... Reports | | | | |
| Introduction to Statistical Methods | Electronic references | | | | |

| | | |
|--|------------------------------|--|
| | website (with copy (link) | |
|--|------------------------------|--|

| Description of the decisions of the second stage | |
|--|--|
| Continuing Education Course Description | |
| Continuing Education | Course Name . ١ |
| B1015 | Course Code / . ٢ |
| Attendance and absence | Available attendance . ٣ formats |
| Annual | Semester / Year . ٤ |
| ٦٠ | Number of study hours . ٥ (total) |
| ٢٠٢٤/٩/١ | Date of preparation of this . ٦ description |
| Course Objectives . ٧ | |
| Teaching students Continuing Education In Related Institutions | |
| GiveA Students have a full idea H About Continuing education and the .extent of this science's contribution to solving educational problems | |
| .The need for the student to know Continuing education models | |
| Enable the student to develop a plan for the work to be done | |
| .The need for the student's study Forms of continuing education | |
| Give a general idea of the concept of adult education and the accompanying .concepts | |
| .Give a general idea of the importance of continuing education | |

| |
|--|
| |
|--|

| The structure of the course .١٠ | | | | | |
|---------------------------------|---------------------|-------------------------------|---|-------|----------|
| Evaluation method | Method of education | Name of the unit / or subject | Required learning outcomes | Hours | The week |
| Questions and discussion | Lecture | Continuing Education | The concept of continuing education | ٢ | ١ |
| Questions and discussion | Discussion | Continuing Education | The importance of continuing education | ٢ | ٢ |
| Questions and discussion | Discussion | Continuing Education | Objectives of continuing education | ٢ | ٣ |
| Questions and discussion | Interrogation | Continuing Education | Characteristics of continuing education | ٢ | ٤ |
| Questions and discussion | Lecture | Continuing Education | Continuing Education Institutions – Formal Formal Education | ٢ | ٥ |
| Questions and discussion | Discussion | Continuing Education | Non-formal education | ٢ | ٦ |
| Questions and discussion | Discussion | Continuing Education | Alternative Educational Models Iraq – | ٢ | ٧ |
| Questions and discussion | Interrogation | Continuing Education | Alternative educational modelsUnited States of America | ٢ | ٨ |
| Questions and discussion | Lecture | Continuing Education | Alternative Educational Models France – | ٢ | ٩ |
| Questions | Lecture | Continuing Education | Alternative Educational Models | ٢ | ١٠ |

| | | | | | |
|---------------------------------|-----------------------|------------------------------|--|----------|-----------|
| and discussion | | g Education | Soviet Union – | | |
| Questions and discussion | Discussion | Continuin g Education | Alternative Educational Models Italy – | ٢ | ١١ |
| Questions and discussion | Discussion | Continuin g Education | Alternative educational forms in continuous education | ٢ | ١٢ |
| Questions and discussion | Interrogatio n | Continuin g Education | Self-learning | ٢ | ١٣ |
| | | Continuin g Education | Mid-year exams | | ١٤ |
| | | Continuin g Education | Mid-year exams | | ١٥ |
| | | Continuin g Education | Mid-year exams | | ١٦ |
| | | Continuin g Education | Spring break | | ١٧ |
| | | Continuin g Education | Spring break | | ١٨ |
| Questions and discussion | Lecture | Continuin g Education | Some global models in continuing education | ٢ | ١٩ |
| Questions and discussion | Discussion | Continuin g Education | Adult Education | ٢ | ٢٠ |
| Questions and discussion | Discussion | Continuin g Education | Adult motivations to learn | ٢ | ٢١ |
| Questions and discussion | Interrogatio n | Continuin g Education | Objectives of adult education | ٢ | ٢٢ |
| Questions and discussion | Lecture | Continuin g Education | The role of the university in continuing education | ٢ | ٢٣ |
| Questions | Discussion | Continuin g Education | Iraqi experiences in continuing | ٢ | ٢٤ |

| and discussion | | g Education | education | | |
|--------------------------|---------------------------|-----------------------|---|---|----|
| Questions and discussion | Discussion | Continuin g Education | LookFuture for continuing .education in Iraq | ٢ | ٢٥ |
| Questions and discussion | Lecture | Continuin g Education | Onstacles to the introduction of continuing education | ٢ | ٢٦ |
| | Discussion-Interrogatio n | Continuin g Education | Review | ٢ | ٢٧ |
| | | Continuin g Education | Second semester exam | | ٢٨ |
| | | Continuin g Education | Second semester exam | | ٢٩ |

| | |
|--|---|
| Infrastructure .١١ | |
| A collection of works Continuing Education | Required prescribed books ١ |
| Continuing Education – Theoretical Aspects and Applied Models, Dr. Ali is a slave inside | Main references (sources) ٢ |
| (Scientific journals, reports and recent studies) | Recommended books and references (scientific journals, (....,reports |
| Sites related to the concept of continuing education such as | B Electronic references, websites |

| Description of the decisions of the second stage | |
|--|--|
| Description of the course of developmental psychology | |
| Educational The soul Science | ١. Name / The decision |
| B1016 | ٢. Symbol The decision |
| My presence | ٣. Available forms of attendance |
| Annual | ٤. Chapter / The year |
| Clock 90 | ٥. Number of study hours(Total) |
| 10/2/2024 | ٦. Date of preparation of this description |
| Dr. Abdul Karim Atta Karim. | Rapporteur's officer |
| ١. On The student He knows That The same Science Concept His interests Growth and fields . And his study | ٧. Course Objectives |
| ٢. On The student He knows That Growth with various Meaning evolutionary changes of thoughtPhysical, functional and emotional | |
| ٣. Description of psychological processes of different ages Revealing the characteristics of the change that occurs in each age | |
| ٤. Explaining the phenomenon of changeTimelines for human knowledge and the detection of factors and variables that .determine this change | |
| ٥. Reaching standards for growth at | |

| | |
|---|--|
| .each stage | |
| 7. Detection of factors affecting the growth process | |
| 8. Ability to develop age-appropriate curricula and courses | |
| 9. Increased predictability in growth and development | |
| 10. Evaluation of the growth process | |

| |
|--|
| |
|--|

| |
|----------------------------------|
| The structure of the course ١١ . |
|----------------------------------|

| Evaluation method | Method of education | Name of the unit or subject | Required learning outcomes | Hours | The week |
|---|-----------------------------|--|---|-------|-----------------------------------|
| Guidance Questions And the answer About her From The student | Dialogue And the discussion | The concept of science The soul Growth | On Recognition Science Meaning Growth The same | 2 | The first |
| = | = | The purpose of the topic | The He can That From student Understand the meaning of development, growth and the differences between them | 2 | The second The third Fourth |

| | | | | | | |
|--|---|---|---|---|---|----------------|
| | | | | The The exam For the class first The first Academic | | The fifth |
| | = | = | How growth occurs | Identifying the principles of growth and the factors affecting it | 2 | The sixth |
| | = | = | = | = | 2 | The seventh |
| | = | = | Applie d Resear ch / Examp le | Methods of research in developmental psychology | 2 | Eighth |
| | = | = | Theori es | Theoretical trends in developmental psychology | 2 | The ninth |
| | = | = | Theori es | The importance of life sciences in the development of child psychology | 2 | The tenth |
| | = | = | The process of upbrin ging in the family | Socialization | 2 | Eleventh |
| | = | = | Clarify ing the relatio nship with develo pmenta l psycho | Relying behavior and aggressive behavior | 2 | The twelfth |

| | | | | | |
|----|---|--|-----------------------------------|---|-------------------|
| | | logy | | | |
| = | = | Stages | CONGENITAL GROWTH | 2 | Thirteenth |
| -= | = | Feeling and percept ion | Cognitive development | 2 | Fourteenth |
| = | = | Feeling and percept ion | Cognitive development | 2 | The fifteenth |
| = | = | Thinki ng steps | Thinking, its tools and stages | 2 | Sixteenth |
| = | = | Mental images | Thinking, its tools and stages | 2 | Seventeen th |
| = | = | Stages of thinkin g growth | Thinking, its tools and stages | 2 | Eighteenth |
| = | = | Definit ion and level | Concepts | 2 | Nineteent h |
| = | = | Its definiti on and process es | Inference | 2 | Twenty |
| = | = | Its compo nents and capabil ities | Innovation and Creativity | 2 | Twenty- first |
| = | = | = | = | = | = |
| = | = | Langua ge, its meanin g and | Linguistic growth | 2 | Twenty- second |

| | | | | | | |
|---|---|--|---|---|---|----------------|
| | | | importance | | | |
| = | = | = | = | = | = | Twenty-third |
| = | = | Its definition and what it is | Adolescence | = | | Twenty-fourth |
| = | = | = | = | = | | Twenty-fifth |
| = | = | Its types | Physical changes | = | | Twenty-six |
| = | = | His relationship with the individual and society | Adolescent and society | = | | Twenty-seventh |
| = | = | Adolescent perception level | Cognitive development of the adolescent | = | | Twenty-eighth |
| = | = | = | = | = | = | = |
| = | = | Its development according to age stages | IMAGINING | = | | Twenty-ninth |
| = | = | Re-experiences | Remembering | 2 | | Thirty |
| = | = | General characteristics of | Capabilities and Preparations | 2 | | Thirty one |

| | | | | | |
|---|---|---------------------------|---|---|----------------|
| | | mental develo pment | | | |
| = | = | = | = | 2 | Thirty- two |

| | |
|---|---|
| | |
| Psychology of childhood and adolescence Hamed Zahran | Required prescribed -\n books |
| Theories of human evolution Evolutionary Psychology | Main References -\n (Sources) |
| | Recommended books and references (Scientific (... , Journals , Reports |
| | Electronic References , ... Websites |

| |
|--|
| Description of the decisions of the second stage Description of the English language course |
|--|

| | |
|--|--|
| English language second stage | Course Name .٨ |
| B1017 | Code The decision / .٩ |
| Students | Available attendance .١٠ formats |
| | Semester / Year .١١ |
| hours ٦٠ | Number of study .١٢ hours(Total) |
| ٢٠٢٤ | Date of preparation of .١٣ this description |
| asst.Inst. Sahar Sabbar zamil r. | The course teacher .١٤ |
| Course Objectives .١٥ | |
| Course Objectives | |
| .A. Identifying The English language and its foundations | |
| .B. The ability to pronounce properly | |
| .C. Ability to read and write correctly | |
| | |
| | |

| The structure of the course. ١٢ | | | | | |
|---|---|--|----------------------------|-------|----------|
| Evaluation method | Method of education | Name of the unit or subject / | Required learning outcomes | Hours | The week |
| Oral and written tests Oral and ,written | Educational lecture, group discussion , educational lecture, group discussion , | Introduction and basic ,definitions | | ٢ | ١ |
| | | 2 Present simple tense rules Learn the rules of the present simple ,tense | | ٢ | ٢ |
| | | Drains | | ٢ | ٣ |
| | | 3 The rules of the present continuous tense Learn the rules of the present continuous ,tense | | ٢ | ٤ |
| | | 4 The rules of the present perfect tense Learn the rules of the present perfect tense | | ٢ | ٥ |
| | | The verb's expenses | | ٢ | ٦ |
| | | 5 | | ٢ | ٧ |
| | | Completing the rules of the present simple | | ٢ | ٨ |
| | | tense ,tense | | ٢ | ٩ |
| | | 4 The rules of the present perfect tense | | ٢ | ١٠ |
| | | Learn the rules of the present perfect tense | | ٢ | ١١ |
| | | The verb's expenses | | ٢ | ١٢ |
| | | 5 | | ٢ | ١٣ |
| | | Completing the rules of the present perfect | | ٢ | ١٤ |
| | | tense | | ٢ | ١٥ |
| | | Completing the rules of the present perfect | | ٢ | ١٦ |
| | | tense, memorizing and systems of meaning in | | ٢ | ١٧ |
| | | | | ٢ | ١٨ |
| | | | | ٢ | ١٩ |
| | | | | ٢ | ٢٠ |
| | | | | ٢ | ٢١ |
| | | | | ٢ | ٢٢ |
| | | | | ٢ | ٢٣ |
| | | | | ٢ | ٢٤ |
| | | | | ٢ | ٢٥ |
| | | | | ٢ | ٢٦ |
| | | | | ٢ | ٢٧ |
| | | | | ٢ | ٢٨ |
| | | | | | ٢٩ |
| | | | | | ٣٠ |

| | | | | | |
|---|--|--|--|--|--|
| | | Arabic and spelling in English Pensions in English Preservation and | | | |
| Course Description Form Second stage calculators | | | | | |
| :Course Name -٢٤ | | | | | |
| | | Arabic and dictation in | (Second phase) Calculators | | |
| :Course Code -٢٥ | | | | | |
| | | | | | |
| | | They are usedFor the simple time of the magnesium conditions used Learn the basic concepts in English The use of the present simple tense is the conditions used with time | | | |
| Scientific Journals Grammar in Use | | | Recommended books and references (Scientific journals, (....,reports | | |
| Different contact sites | | | B Electronic references, websites | | |

| | | | | | |
|--|----------------------------------|-----------------------------|--------------------------------------|--------|----------|
| B1018 | | | | | |
| :Academic system -٢٦ | | | | | |
| Annual | | | | | |
| Date of preparation of this description -٢٧ | | | | | |
| 2025/2/19 | | | | | |
| Available forms of attendance -٢٨ | | | | | |
| The actual presence of students in the theoretical aspect of classrooms and for computer laboratories in the practical aspect | | | | | |
| Number of study hours -٢٩ | | | | | |
| hours (working) ٣٠ / hours (theoretical) ٣٠ | | | | | |
| Name of the course official -٣٠ | | | | | |
| Name of the course teacher: A. M. Dr. Haider Yahya Atwan Al-Haideryhy7@gmail.com :Amil | | | | | |
| Course Objectives -٣١ | | | | | |
| <p>The course aims to achieve the following educational :objectives</p> <p>Promote a deep understanding of the basic -٥</p> <p>.conceptsRelated to the basic principles of the computer</p> <p>.Develop students' critical and analytical thinking skills -٦</p> <p>Enhancing the ability to apply theoretical knowledge in -٧</p> <p>.practical situations</p> <p>Improve effective communication skills through -٨</p> <p>.discussions and presentations</p> | | | | | |
| :Learning and teaching strategies -٣٢ | | | | | |
| Brainstorming — Modeling learning — Discussion — Education through discovery — The questions of the questions | | | | | Strategy |
| :Structure of the course -٣٣ | | | | | |
| Evaluation method | Learning methods | Name of the unit or subject | Required learning outcomes | Hour s | The week |
| Student participation in discussion | Theoretical lecture presentation | Computer Basics | Computer definition AndThe number of | ٢ | ١ |

| | | | | | |
|--|---|--|--|---|---|
| s | | | aloZA Ef The basic ofFor ,Computer Informing students about the advantages and Basic applications ofComputer | | |
| Student participati on in discussion s | Theoretic al lecture presentati on | Data Processing | Identify the difference between data and ,information AndHow do you process the devices ofComputer Data andInformat ion | ٢ | ٢ |
| Student participati on in discussion s | Theoretic al lecture presentati on | Computer system | Identifying the computer system and its main components | ٢ | ٣ |
| Student participati on in discussion s | Theoretic al lecture presentati on | Classificati on of devices Computer | Introducing students to computer and digital computer classificatio ns | ٢ | ٤ |
| Readings and discussion s | Presentati on | Network Basics | Informing students about the concept of networks and their types | ٢ | ٥ |

| | | | | | |
|--------------------------|--------------|--------------------------------------|---|---|----|
| Readings and discussions | Presentation | World Wide Web | Informing students about the Internet and its protocols | ٢ | ٦ |
| Readings and discussions | Presentation | World Wide Web | Introducing the student to the types of device addresses and locations | ٢ | ٧ |
| Readings and discussions | Presentation | Internet and cloud computing | Training the student to access the Internet and introducing him to the concept of cloud computing | ٢ | ٨ |
| Readings and discussions | Presentation | Internet and cloud computing | Types, components and applications of cloud computing and areas of Internet use | ٢ | ٩ |
| Readings and discussions | Presentation | Messages and electronic conversation | Introducing the student to how to use email | ٢ | ١٠ |
| Readings and discussions | Presentation | Browsing and searching the Internet | Introducing the student to web browsers and interface Google Chrome | ٢ | ١١ |

| | | | | | |
|--------------------------|--|-------------------|---|---|----|
| Readings and discussions | Theoretical lecture | Computer security | Introducing the student to the ethics of the world Y Electron | ٢ | ١٢ |
| Readings and discussions | Theoretical lecture | Computer security | Protection from penetration and damage Using the computer | ٢ | ١٣ |
| Readings and discussions | Theoretical lecture | Computer security | Identifying electronic threats and risks | ٢ | ١٤ |
| | | | Exam | ٢ | ١٥ |
| Discussion | Practical lecture presentation on Computer | Office 2010 | Review Application of the system Word | ٢ | ١٦ |
| Discussion | Practical lecture presentation on Computer | Excel 2010 | To see the interface Excel | ٢ | ١٧ |
| Discussion | Practical lecture presentation on Computer | Excel 2010 | Introducing the student File to a tab And the main page | ٢ | ١٨ |
| Discussion | Practical lecture presentation on Computer | Excel 2010 | Introducing the student to the planning tab | ٢ | ١٩ |
| Discussion | Practical lecture presentation on | Excel 2010 | Introducing the student to the input tab | ٢ | ٢٠ |

| | | | | | |
|------------|--|-----------------|---|---|----|
| | Computer | | | | |
| Discussion | Practical lecture presentation on Computer | Excel 2010 | Introducing the student to the formula bar | ٢ | ٢١ |
| Discussion | Practical lecture presentation on Computer | Excel 2010 | Rules for writing arithmetic formulas | ٢ | ٢٢ |
| Discussion | Practical lecture presentation on Computer | PowerPoint 2010 | Provide an idea of the basics of the system PowerPoint | ٢ | ٢٣ |
| Discussion | Practical lecture presentation on Computer | PowerPoint 2010 | Introducing the student File to a tab And the main page | ٢ | ٢٤ |
| Discussion | Practical lecture presentation on Computer | PowerPoint 2010 | Introducing the student to the design tab | ٢ | ٢٥ |
| Discussion | Practical lecture presentation on Computer | PowerPoint 2010 | Introducing the student to the presentation tab | ٢ | ٢٦ |
| Discussion | Practical lecture presentation on Computer | PowerPoint 2010 | StripThe student is how to include texts in forms | ٢ | ٢٧ |
| Discussion | Practical lecture presentation on Computer | PowerPoint 2010 | Introducing the student how to add objects | ٢ | ٢٨ |

| | | | | | |
|---|--|-----------------|---|--------------------|----|
| Discussion | Practical lecture presentation on Computer | PowerPoint 2010 | Introducing the student to how to include movements | ٢ | ٢٩ |
| | | | Exam | ٢ | ٣٠ |
| Course Evaluation -٣٤ | | | | | |
| Conducting theoretical and practical tests monthly / -٣ .final .Conducting oral tests -٤ | | | | | |
| Learning and Teaching Resources -٣٥ | | | | | |
| | | | Prescribed books methodology if) (any | Teaching Resources | |
| (Computer Basics) by the -٤ author Al-Khader Ali Al-Khader, ٢٠١٦ Jha, Davendranath G. <i>Computer -٥ concepts and management information systems</i> . PHI Learning Pvt. Ltd., 2013. (Microsoft Word ٢٠٠٧) for the -٦ author Abu Al-Ula, ٢٠١٢ (Excel times) by the author Al- -٧ Khader Ali Al-Khader, ٢٠١١ | | | Key References (Sources) | | |
| | | | Mainstream books and references that he recommends scientific) journals — (... Reports | | |
| | | | Electronic references website (with (copy link | | |

| Description of the Arabic language course, second stage | | | | | |
|--|------------------|------------------------------|------------------------------|-------|----------|
| | | | | | |
| ١- Course Name : | | | | | |
| The second stage / Arabic language | | | | | |
| ٢- Course Code : | | | | | |
| B1019 | | | | | |
| ٣- Academic system : | | | | | |
| Annual | | | | | |
| ٤- Date of preparation of this description : | | | | | |
| ٢٠٢٥/٢/١٩ | | | | | |
| ٥- Available forms of attendance : | | | | | |
| Just my presence | | | | | |
| ٦- Number of study hours (٣٠) hours : | | | | | |
| | | | | | |
| ٧- Course Manager Name : | | | | | |
| Name of the course teacher: ... asst.Prof .Roaa Fleih Khudair Al-Email Roaaflaih2013am@utq.edu.iq | | | | | |
| ٨- Course Objectives : | | | | | |
| :The course aims to achieve the following educational objectives ١. Students are accustomed to speaking in correct Arabic ٢. Enabling students to write in a sound language ٣. Empowering students with gentle expressions that reflect a good literary taste | | | | | |
| ٩- Learning and teaching strategies : | | | | | |
| Brainstorming – Discussion – Questions | | | | | Strategy |
| ١٠- Structure of the course : | | | | | |
| Evaluation method | Learning methods | Name of the unit or subject | Required learning outcomes | Hours | The week |
| General questions and discussion | My theory | The poem of the song of rain | The poem of the song of rain | ٢ | ١ |
| General questions and discussion or exam | My theory | Applications on the actor | The actor | ٢ | ٢ |

| | | | | | |
|--|-----------|---|---|---|----|
| General questions and discussion | My theory | Applications on the actor | The actor | ٢ | ٣ |
| Annie's exam | My theory | Applications on the deputy actor | Deputy Actor | ٢ | ٤ |
| General questions and discussion | My theory | Applications on the deputy actor | Deputy Actor | ٢ | ٥ |
| General questions and discussion | My theory | Applications on the effect | Effective with it | ٢ | ٦ |
| General questions and discussion | My theory | Applications on the effect | Effective with it | ٢ | ٧ |
| General questions and discussion or exam | My theory | Article of Gibran Khalil Gibran (O (earth | Article of Gibran Khalil Gibran (O (earth | ٢ | ٨ |
| First month exam | My theory | Gibran Khalil Gibran's article (O (earth | Article of Gibran Khalil Gibran (O (earth | ٢ | ٩ |
| Collective duties | My theory | Applications on common language errors | Common language errors | ٢ | ١٠ |
| General Questions | My theory | Applications on common language errors | Common language errors | ٢ | ١١ |
| Discussion | My theory | Applications on common language errors | Common language errors | ٢ | ١٢ |
| First | First | First semester | First | ٢ | ١٣ |

| semester exam | semester exam | exam | semester exam | | |
|----------------------------------|---------------|--|--|---|----|
| Discussion and exam | My theory | Applications on the analogy - Eloquece | Analogy - Eloquence | ٢ | ١٤ |
| General Questions | My theory | Applications on the analogy - Eloquece | Analogy - Eloquence | ٢ | ١٥ |
| Collective duties | My theory | The poem of Ibn Zaidoun Al-Tani's) (sacrifice | The poem of Ibn Zaidoun Al-Tani's) (sacrifice | ٢ | ١٦ |
| Collective duties | My theory | The poem of Ibn Zaidoun Al-Tani's) (sacrifice | The poem of Ibn Zaidoun Al-Tani's) (sacrifice | ٢ | ١٧ |
| Second month exam | My theory | Surat Al-Kahf | Surat Al-Kahf | ٢ | ١٨ |
| General questions and discussion | My theory | Surat Al-Kahf | Surat Al-Kahf | ٢ | ١٩ |
| General questions and discussion | My theory | The poem of Ibn al-Rumi your crying) (heals | The poem of Ibn al-Rumi (your crying (heals | ٢ | ٢٠ |
| General questions and discussion | My theory | Applications on the five names | The five names | ٢ | ٢١ |
| General questions and discussion | My theory | Applications on the Arab and the building | The Arabs and the building | ٢ | ٢٢ |
| General questions and | My theory | Applications on the Arab and the | The Arabs and the building | ٢ | ٢٣ |

| | | | | | |
|--|----------------------|--|------------------------|--------------------|------|
| discussion | | building | | | |
| Group duties | My theory | Applications on knowledge and denial | Knowledge and denial | ٢ | ٢٤ |
| Third month exam | My theory | Applications on science | The flag | ٢ | ٢٥ |
| General questions and discussion | My theory | Applications on Hamza - Dictation | Hamza - Dictation | ٢ | ٢٦ |
| Group duties | My theory | Applications on Hamza - Dictation | Hamza - Dictation | ٢ | ٢٧ |
| Second semester exam | Second semester exam | Second semester exam | Second semester exam | ٢ | ٢٨ |
| General Questions | My theory | Applications on common language errors | Common language errors | ٢ | ٢٩ |
| Review of the material | My theory | Review of the material | Review of the material | ٢ | ٣٠ |
| Course Evaluation | | | | | - ١١ |
| | | | | | |
| Learning and Teaching Resources | | | | | - ١٢ |
| Explanation of Ibn Aqeel (Baha al-Din Abdullah bin Aqeel Al-Masri Al-Hamdani) on the thousand Abu Abdullah Muhammad Jamal al-Din bin Malik | | Prescribed books (methodology if any) | | Teaching Resources | |
| Explanation of Ibn Aqeel .٥ Baha al-Din Abdullah bin) Aqeel Al-Masri Al-Hamdani) on the thousand Abu Abdullah Muhammad Jamal al-Din bin Malik How do you master the .٦ grammar (Ahmed Skander) Manual of common errors in .٧ writing and pronunciation | | Key References (Sources) | | | |

| | | |
|---|--|--|
| Marwan Al-Bab and Ismail) (Marwa | | |
| As is clear (Ali Al-Jarim and (Ahmed Amin | Mainstream books and references that he recommends (scientific (...journals - reports | |
| Https://www.researchgate.net | Electronic references website (with copy (link | |

| Description Second phase decisions Educational Planning | |
|--|-------------------------------------|
| Educational Planning | Course Name ١. |
| B1020 | Symbol The decision / ٢. |
| My morning | Available forms of ٣. attendance |
| My class | Chapter / The year ٤. |
| Clock ٦. | Number of study ٥. hours(Total) |
| 19/2/2024 | Date of preparation of this ٦. |

| | |
|---|--|
| | description |
| asst.tProf. Dr. Siham Abdul Hadi | Name Responsible The decision Academic .٧ |
| Students' introduction to the importance of - .educational planning Introducing students to the excalifications of - .educational planning Introducing students to factors affecting - .educational planning | Course Objectives .٨ |

The structure of the course .٩٩

| Evaluati on method | Method of educatio n | Name of the unit or subject | Required learning outcomes | Hours | The week |
|--|--|--|--|-------|-------------|
| Lecture and discussi on style | Discussi on and exchang e of views | Introduction and basic definitions of educational planning | Introducing the student to the subject of planning | 4 | 1 |
| Lecture and discussi on style | Discussi on and exchang e of views | Introduction to Administrat ive Processes and Educational Planning | Introducing the student to administrative processes | 4 | 2 |
| Lecture and discussi on style | Discussi on and exchang e of views | Clarificatio nThe relationship between planning, planning and decision- making | Introducing the student to the relationship between planning, planning and decision-making | 4 | 3 |

| | | | | | | | |
|--|------------------------------|----------------------------------|---|--|---|----|--|
| | Lecture and discussion style | Discussion and exchange of views | Objectives of educational planning and its importance | Introducing the student to the objectives of educational planning and its importance | 4 | 4 | |
| | Lecture and discussion style | Discussion and exchange of views | Types of educational planning and its nature | Introducing the student to the types and nature of educational planning | 4 | 5 | |
| | Lecture and discussion style | Discussion and exchange of views | Stages of development of educational planning and its benefits | TelStudent's stages of development of educational planning and its benefits | 4 | 6 | |
| | Lecture and discussion style | Discussion and exchange of views | Educational planning justifications and justifications | Explain to students the justifications and justifications for .educational planning | 4 | 7 | |
| | Lecture and discussion style | Discussion and exchange of views | The basic principles of educational planning and the meaning of the plan | Introducing the student to the principles and factors affecting educational planning | 4 | 8 | |
| | Lecture and discussion style | Discussion and exchange of views | The basics and fields of educational planning and the meaning of the plan | Introducing the student to the fields .and defining the plan | 4 | 9 | |
| | Lecture and | Discussion and | Educational Planning Data | NakedThe student provides the data | 4 | 10 | |

| | | | | | |
|--|--|--|--|----------|-----------|
| discussi on style | exchang e of views | | related to educational planning | | |
| Lecture and discussi on style | Discussi on and exchang e of views | TheProblem s related to educational planning | Introducing the student to the problems and challenges related to educational planning | 4 | 11 |
| Lecture and discussi on style | Discussi on and exchang e of views | Successful educational planning and its elements | Introducing the student to the elements of successful educational planning | 4 | 12 |

| | |
|---|---|
| Books for practical education | Required prescribed books ١ |
| The curriculum and the textbook Dr. Abdul Salam Daoud | Main references (sources) ٢ |
| | Recommended books and references (scientific journals, (....,reports |
| Teacher's website, modern educational library website, education development methods | Electronic References, Websites |

| Course Description Form | |
|--|--|
| :Course Name -١ | |
| Crimes of the Defunct Baath Party | |
| :Course Code -٢ | |
| B1021 | |
| :Academic system -٣ | |
| ١٠٢ | |
| Academic year ٢٠٢٤ - ٢٠٢٥ / The system is annual | |

| Date of preparation of this description -٤ | | | | | |
|--|-------------------------------|-----------------------------------|----------------------------|-------|----------|
| ٢٠٢٥/٢/١٨ | | | | | |
| Available forms of attendance -٥ | | | | | |
| Just my presence | | | | | |
| Number of study hours -٦ | | | | | |
| | | | | | |
| Name of the course officialFor my study -٧ | | | | | |
| <p>Khadija Abdul Reza Name of the course teacher: asst.inst Khadija,: EmailHussein A, Reds, Hussein@utq.edu,iq</p> | | | | | |
| Course Objectives -٨ | | | | | |
| <p>:The course aims to achieve the following educational objectives Giving a descriptive overview of political systems in Iraq(١٩٢١_٢٠٠٣)-١ Understanding the impact of the behaviors of the Baathist regime in .٢ society and its authority over the state Developing students' skills inDealing with issues related to the defunct -٣ system Awareness of the importance of human rights in an era in which the .٤ principles of human rights and public freedoms approved by international conventions and treaties were not established Finding laws that fight the crimes of the defunct Baath Party.٥</p> | | | | | |
| :Learning and teaching strategies -٩ | | | | | |
| Brainstorming — Discussion — The questions of the questions | | | | | Strategy |
| :Structure of the course -١٠ | | | | | |
| Evaluation method | Learning methods | Name of the unit or subject | Required learning outcomes | Hours | The week |
| Student Participations | Explanation and clarification | A brief overview of the political | | ٢ | ١ |

| | | | | | |
|------------------------|-------------------------------|--|--|---|---|
| | | systems in Iraq | | | |
| Student Participations | Explanation and clarification | Violations of the Baathist regime of public rights and freedoms | | ٢ | ٢ |
| Testing | Discussions | The impact of the behaviors of the Baathist regime in society and its authority over the state | | ٢ | ٣ |
| Oral test | | The impact of the transitional phase in fighting authoritarian politics | | ٢ | ٤ |
| Making reports | | The impact of wars on the environment and the population | | ٢ | ٥ |
| Student Participations | Explanation and clarification | Use of internationally prohibited weapons and environmental pollution | | ٢ | ٦ |
| Testing | Discussions | Scorched earth policy | | ٢ | ٧ |
| Oral test | | Drying marshes and forced migration | | ٢ | ٨ |
| Making reports | | Violations committed in the suppression of the populist uprising | | ٢ | ٩ |

| | | | | | |
|------------------------|-------------------------------|--|--|---|----|
| Student Participations | Explanation and clarification | Violations against political and social rights | | ٢ | ١٠ |
| Testing | Discussions | The penecrars and mechanisms made up by the Baathist regime when it took power | | ٢ | ١١ |
| Oral test | | Destruction of the agricultural and animal environment and radioactive pollution | | ٢ | ١٢ |
| Making reports | | Mass graves and shelling of places of worship | | ٢ | ١٣ |
| Student Participations | Explanation and clarification | Intellectual rights violations | | ٢ | ١٤ |
| Testing | Discussions | Violation of freedom of opinion and revocation of nationality | | ٢ | ١٥ |
| Oral test | | Random arrests and executions | | ٢ | ١٦ |
| Making reports | | Transitional justice and the mechanisms for achieving it | | ٢ | ١٧ |
| Student Participations | Explanation and clarification | Mass graves and shelling of places of worship | | ٢ | ١٨ |
| Testing | Discussions | Culture, media and the | | | |

| | | | | | |
|---|--|---------------------------|--|--------------------|----|
| | | militarization of society | | | |
| Oral test | | | | ٢ | ١٩ |
| Making reports | | | | ٢ | ٢٠ |
| Student Participations | Explanation and clarification | | | ٢ | ٢١ |
| Testing | Discussions | | | ٢ | ٢٢ |
| Oral test | | | | ٢ | ٢٣ |
| Making reports | Student Participations | | | ٢ | ٢٤ |
| | Explanation and clarification | | | ٢ | ٢٥ |
| Testing | Discussions | | | ٢ | ٢٦ |
| Oral test | | | | ٢ | ٢٧ |
| Making reports | Student Participations | | | ٢ | ٢٨ |
| | Explanation and clarification | | | ٢ | ٢٩ |
| Course Evaluation -١١ | | | | | |
| Tests, daily attendance and participation | | | | | |
| Learning and Teaching Resources -١٢ | | | | | |
| Crimes of the Definct Ba'a Party | Prescribed books (methodology if any) | | | Teaching Resources | |
| There is no | Key References (Sources) | | | | |
| There is no | Mainstream books and references that he recommends (scientific (... journals — Reports | | | | |
| There is no | Electronic references website (with copy link) | | | | |

Description of the third stage courses
Psychological Counseling and Educational Guidance

| | |
|---|----------|
| :Course Name -٣٦ | |
| Psychological counseling | |
| :Course Code -٣٧ | |
| C1022 | |
| :Academic system -٣٨ | |
| Annual | |
| Date of preparation of this description -٣٩ | |
| ٢٠٢٥/٢/١٩ | |
| Available forms of attendance -٤٠ | |
| Just my presence | |
| Number of study hours -٤١ | |
| Two hours | |
| Name of the course official -٤٢ | |
| :Name of the course teacher: Dr. Wissam Nayef Adnan..... Email Wisamniyf16@utq .Edu.IQ | |
| Course Objectives -٤٣ | |
| <p>:The course aims to achieve the following educational objectives</p> <p>١- Providing students with guidance skills and enabling them to face problems</p> <p>٢- Developing self-development skills through discussion with others</p> <p>٣- Advancing the scientific level of students in order to provide educational institutions with graduates for the purpose of addressing behavioral and psychological problems</p> <p>٤- Spreading guidance awareness among students for the purpose of overcoming problems and referring to specialists</p> <p>٥- Conducting scientific visits by professors specializing in psychological counseling to autism centers and psychological clinics in hospitals for the purpose of informing students about how to treat or reduce the impact of these cases</p> | |
| :Learning and teaching strategies -٤٤ | |
| Brainstorming — Discussion — The questions of the questions | Strategy |

| :Structure of the course -٤٥ | | | | | |
|--|-------------------------|---|---|-------|----------|
| Evaluation method | Learning methods | Name of the unit or subject | Required learning outcomes | Hours | The week |
| AFor questions, discussion and daily oral and written test | Lecture and explanation | Psychological Counseling and Educational Guidance | The concept of guidance | ٢ | ١ |
| AFor questions, discussion and daily oral and written test | Lecture and explanation | Psychological Counseling and Educational Guidance | Justifications and objectives of guidance | ٢ | ٢ |
| AFor questions, discussion and daily oral and written test | Lecture and explanation | Psychological Counseling and Educational Guidance | The principles on which psychological counseling is based | ٢ | ٣ |
| AFor questions, discussion and daily oral and written test | Lecture and explanation | Psychological Counseling and Educational Guidance | The relationship of counseling with other sciences | ٢ | ٤ |
| AFor questions, discussion and daily oral and written test | Lecture and explanation | Psychological Counseling and Educational Guidance | Psychological Counseling Areas Therapeutic counseling | ٢ | ٥ |
| AFor questions, discussion and daily oral and | Lecture and explanation | Psychological Counseling and Educational Guidance | Educational guidance | ٢ | ٦ |

| | | | | | |
|--|-------------------------|---|---------------------|---|----|
| written test | | | | | |
| AFor questions, discussion and daily oral and written test | Lecture and explanation | Psychological Counseling and Educational Guidance | Career guidance | ٢ | ٧ |
| AFor questions, discussion and daily oral and written test | Lecture and explanation | Psychological Counseling and Educational Guidance | Marriage counseling | ٢ | ٨ |
| AFor questions, discussion and daily oral and written test | Lecture and explanation | Psychological Counseling and Educational Guidance | Family Counseling | ٢ | ٩ |
| AFor questions, discussion and daily oral and written test | Lecture and explanation | Psychological Counseling and Educational Guidance | Guiding children | ٢ | ١٠ |
| AFor questions, discussion and daily oral and written test | Lecture and explanation | Psychological Counseling and Educational Guidance | Youth guidance | ٢ | ١١ |
| AFor questions, discussion and daily oral and written test | Lecture and explanation | Psychological Counseling and Educational Guidance | Youth guidance | ٢ | ١٢ |
| AFor questions, discussion and daily oral and written test | Lecture and explanation | Psychological Counseling and Educational Guidance | Adult guidance | ٢ | ١٣ |

| | | | | | |
|--|-------------------------|---|--|---|----|
| AFor questions, discussion and daily oral and written test | Lecture and explanation | Psychological Counseling and Educational Guidance | Guiding the extraordinary | ٢ | ١٤ |
| AFor questions, discussion and daily oral and written test | Lecture and explanation | Psychological Counseling and Educational Guidance | Guidance methods | ٢ | ١٥ |
| AFor questions, discussion and daily oral and written test | Lecture and explanation | Psychological Counseling and Educational Guidance | The psychology of classroom learning for children | ٢ | ١٦ |
| AFor questions, discussion and daily oral and written test | Lecture and explanation | Psychological Counseling and Educational Guidance | Classroom learning psychology for adolescents | ٢ | ١٧ |
| AFor questions, discussion and daily oral and written test | Lecture and explanation | Psychological Counseling and Educational Guidance | Psychology of classroom learning and mental health | ٢ | ١٨ |
| AFor questions, discussion and daily oral and written test | Lecture and explanation | | | | |
| AFor questions, discussion and daily oral and written test | Lecture and explanation | Psychological Counseling and Educational Guidance | The basics of philosophical guidance — Psychological - Moral | ٢ | ١٩ |
| AFor | Lecture | Psychological | Psychoanalytic | ٢ | ٢٠ |

| | | | | | |
|--|-------------------------|---|--|---|----|
| questions, discussion and daily oral and written test | and explanation | Counseling and Educational Guidance | theory | | |
| AFor questions, discussion and daily oral and written test | Lecture and explanation | Psychological Counseling and Educational Guidance | Behavioral theory | ٢ | ٢١ |
| AFor questions, discussion and daily oral and written test | Lecture and explanation | Psychological Counseling and Educational Guidance | Human theory | ٢ | ٢٢ |
| AFor questions, discussion and daily oral and written test | Lecture and explanation | Psychological Counseling and Educational Guidance | Existential theory | ٢ | ٢٣ |
| AFor questions, discussion and daily oral and written test | Lecture and explanation | Psychological Counseling and Educational Guidance | Information needed for the psychological counseling process | ٢ | ٢٤ |
| AFor questions, discussion and daily oral and written test | Lecture and explanation | Psychological Counseling and Educational Guidance | Means of collecting information / biography— Story and biography | ٢ | ٢٥ |
| AFor questions, discussion and daily oral and written test | Lecture and explanation | Psychological Counseling and Educational Guidance | -Tests Learning Psychology | ٢ | ٢٦ |
| AFor questions, | Lecture and | Psychological Counseling | Note - Interview | ٢ | ٢٧ |

| | | | | | |
|--|-------------------------|---|--|---|----|
| discussion and daily oral and written test | explanation | and Educational Guidance | | | |
| AFor questions, discussion and daily oral and written test | Lecture and explanation | Psychological Counseling and Educational Guidance | Educational guidance at school — Parents' councils and teachers in the school and their role in the school | ٢ | ٢٨ |
| AFor questions, discussion and daily oral and written test | Lecture and explanation | Psychological Counseling and Educational Guidance | The need for the guidance program — Problems addressed by educational guidance | ٢ | ٢٩ |

Course Evaluation -٤٦

The distribution of the degree from ١٠٠ The distribution of (°) the grades of the daily or oral exam with the preparation of the first semester exam (٢٠ degrees) the .second semester (٢٠) the final exam score (°٠) grades

Learning and Teaching Resources -٤٧

| | | |
|--|--|--------------------|
| Prescribed books, psychological guidance and counseling, Zahran, Hamid (Abdel Salam | Prescribed books (methodology (if any | Teaching Resources |
| counseling and mental health / .Sahib Marzouk Hassan Ali Al-Sayed ٢٠١١), Counseling and mental health, ,understand Al-Tarihi And Hussein Rabie Hammadi | Key References (Sources) | |
| | Mainstream books and references that he recommends | |

| | | |
|---------------|---|--|
| | scientific journals — Reports) (... | |
| W.W.In Google | Electronic references website (with copy link) | |

| | | | |
|---|-------------------------|------------------------------------|-------------------------------|
| Description of the third stage course | | | |
| Personality psychology | | | |
| :Course Name | | | |
| Personality psychology | | | |
| :Course Code -١ | | | |
| C1023 | | | |
| :Academic system -٢ | | | |
| Annual | | | |
| Date of preparation of this description -٣ | | | |
| ٢٠٢٤/١٠/١٣ | | | |
| Available Forms of Attendance: My Attendance | | | |
| Just my presence | | | |
| Number of study hours -٤ | | | |
| hours ٩٠ | | | |
| Name of the course offie: Dr. Abdel-Abbas Ghade | | | |
| Name of the course teachers : Dr. Abdel-Abbas Ghad Abdulabbasghuthab2021@utq.edu.iq..... | | | |
| Course Objectives -٧ | | | |
| :Learning and teaching strategies -٨ | | | |
| Brainstorming — Discussion — The questions of the patientE - Lecture method | | | |
| :Structure of the course -٩ | | | |
| Evaluation method | Learning methods | Name of the unit or subject | Required learning outc |

| | | | |
|---|------------------------------|--|---|
| Students' participation in the classroom discussion | Lecture and discussion style | The concept of psychology in the psychological heritage | Introducing students to the concept of personality psychology and its psychological heritage |
| Students' participation in the classroom discussion | Lecture and discussion style | Personality determinants and dynamics | Introducing students to personality determinants and dynamics |
| Students' participation in the classroom discussion | Lecture and discussion style | Personality and its definition | The meaning of personality and its definition |
| Students' participation in the classroom discussion | Lecture and discussion style | Personality theories | Definitions of personality and personality theories |
| Students' participation in the classroom discussion | Lecture and discussion style | Personal components | Introducing students to personal components |
| Students' participation in the classroom discussion | Lecture and discussion style | Personality traits,) (characteristics | Personality traits and characteristics |
| Students' participation in the classroom discussion | Lecture and discussion style | Psychological construction of personality | Psychological construction of a personality |
| Discussions with students | Text readings | Personality theories | Definition of personality theories |
| Student participation in discussions | Class discussions | Personal dimensions | Dimensions of personality and introducing students to character building |
| Students' participation in the classroom discussion | Lecture style | Introduction to the psychological, social and cognitive development of | Personality development, development in Freud/social development, Pandora/Cognitive development |

| | | | |
|---|------------------------------|---|---|
| | | personality | |
| Brainstorming method | Lecture style | Factors that shape personality building | Introducing students to Factors that shape personality formation |
| Brainstorming method | Class discussions | Personality classification | Friedman and Rosenman's classification |
| Class discussions | Lecture style | Introduction to personality theories | Theories that explained the personality goals of personality theories |
| Involving students in making brief presentations | Lecture and discussion style | Identifying the personality according to various patterns | Theories of patterns / Abu Karar / Sheldon / Younts |
| Discussions and a short exam | Lecture and discussion style | Personality traits | Feature Theories/Gilford/Porter |
| The method of mental disobedience | Lecture and discussion style | Introducing the theory of the pioneer of psychoanalysis Sigmund Freud | The theory of psychoanalysis in Freud's ego, the highest ego |
| Discussions with students | Lecture and discussion style | Behavioral theory | Behavioral Theory/Watson/James/Pavlov/Skinner |
| Student participation in discussions | Lecture and discussion style | Touching on the Adler-Horney theory | New analytical theories |
| Students' participation in the classroom discussion | Lecture and discussion style | Murray's theory | Murray's theory (neo-Freudian) |
| Discussions with students | Lecture and discussion style | Sullivan's theory | Sullivan's Theory of Interpersonal Relationships (Interpersonal) |
| Students' | Lecture | Ericsson's | Ericsson's theory (chapters 1-4) |

| | | | |
|---|------------------------------|------------------------------|---|
| participation in the classroom discussion | and discussion style | theory | |
| Students' participation in the classroom discussion | Lecture and discussion style | Lecture and discussion style |)Murray's theory (nee |
| Students' participation in the classroom discussion | Lecture and discussion style | Lecture and discussion style | Personality according to the huma Rogers theory |
| Students' participation in the classroom discussion | Lecture and discussion style | Lecture and discussion style | Kelly's theory in personality / b |
| Students' participation in the classroom discussion | Lecture and discussion style | Lecture and discussion style | Personality according to the perspective |
| Students' participation in the classroom discussion | Lecture and discussion style | Rogers' theory | Personality according to the huma Rogers theory |
| Students' participation in the classroom discussion | | Readings and discussions | Definition of personality calenda basics of personality eva |
| Students' participation in the classroom discussion | | Readings and discussions | Definition of personality calen |
| Students' participation in the classroom discussion | | Readings and discussions | Definition of psychometrics / measurement / personality meas |
| Students' participation in the classroom discussion | | Readings and discussions | Psychological, educational and |
| - ١٠ - | | | |

| Learning and Teaching Resources -١ | |
|---|--|
| A collection of personal psychology works | |
| Personality Psychology / Daoud Aziz Hanna, and Al-Obeidi, Nazem Hashem (١٩٩٠) | |
| .Bm Aln (٢٠١٠) Personality theories, translation of Aladdin Kafafi and others | |
| Al-Obeidi, Mohammed Jassim (٢٠١١) Personality Psychology, ١st, Culture and .Publishing House, Amman | |

| Description of the third stage courses | |
|--|--------------------------|
| Physiological Psychology | |
| Physiological Psychology | ١٦. Course Name |
| C1023 | ١٧. Code Headquarters / |
| The theoretical lessons specified in the table | ١٨. Available attendance |

| | |
|---|--|
| | formats |
| Annual | Semester / Year .١٩ |
| hours by (٦٠) theoretical (٣٠) practical (٩٠) | Number of study .٢٠ hours(Total) |
| ٢٠٢٤/١٠/٢ | Date of preparation of .٢١ this description |
| Dr. Abdul Khaliq Khudair | The course teacher .٢٢ |
| Course Objectives .٢٣ | |
| Students have a clear idea of the role of physiological factors in cognitive –١ and behavioral processes | |
| .Students have the ability to link information with other materials –٢ | |
| Investing the study of the subject in pushing students to pay attention to –٣ .their general health | |

| Teaching and learning methods | | | | | |
|---------------------------------------|---------------------|-------------------------------------|-----------------------------|---------------------|----------|
| The structure of the course.١٣ | | | | | |
| Evaluation method | Method of education | Name of the unit or subject / | Required learning outcomes | Hours by vocabulary | The week |
| Evaluation of students' participation | Discussion | Input on physiology and living cell | Understanding and knowledge | ٨ | ٤-١ |
| Evaluation of student preparation | Lecture | Nerve cell and nervous system | Understanding and knowledge | ٨ | ٨-٥ |
| Questions and discussion | Lecture | Nervous system and glands | Understanding and knowledge | ٨ | ١٢-٩ |
| Evaluation of | Discussion | The five senses | Understanding and knowledge | ٨ | ١٦-١٣ |

| | | | | | |
|---|------------------------|--------------------------------|--|----|-------|
| students' participation | | | | | |
| Evaluation of student participation in preparation | Lecture | The five senses | Understanding and knowledge | ٨ | ٢٠-٢٧ |
| Assessment of student participation | Discussion and lecture | Sleep and disorders | Understanding and knowledge | ٨ | ٢٤-٢١ |
| Assessment of student participation | Discussion and lecture | Emotion, memory and motivation | Understanding and knowledge | ١٠ | ٢٩-٢٥ |
| Infrastructure .١٠ | | | | | |
| | | | Required prescribed books ١ | | |
| Ahmed Okasha (٢٠٠٥) Physiological Psychology Cairo Anglo-Egyptian Library Abdel Wahab Kamel (٢٠٢) Lectures in Physiological Psychology, Cairo, Anglo-Egyptian | | | Main references (sources) ٢ | | |
| Ramadan Mohammed Gadhaki (٢٠٠٠) Physiological Psychology, Modern University Office, Alexandria | | | Recommended books and references (Scientific journals, (....,reports | | |
| ...Electronic references, websites – Gulf Network Forums | | | B Electronic references, websites | | |

| | |
|---|---|
| Experimental psychology | Name / Course -١ |
| C1025 | Symbol The decision -٢ |
| Students | Available attendance -٣ formats |
| | Semester / Year -٤ |
| hours ٩٠ | Number of study -٥ hours(Total) |
| ٢٠٢٤ | Date of preparation of -٦ this description |
| Iyad | The course teacher -٧ |
| Course Objectives -٨ | |
| The student's mother with the importance of the experiment -١ | |
| The student's mother with the psychological importance of the educational -٢ field | |
| The student was able to do a practical experiment with all procedures -٣ | |
| Informing the student in detail about the practical procedures for psychological -٤ | |

| experiments | | | | | |
|---|--------------------------------------|--|---|-------|----------|
| The student's knowledge of the characteristics of scientific approvals for – psychological experiments | | | | | |
| The structure of the course. ١٤ | | | | | |
| Evaluation method | Method of education | Name of the unit or subject / | Required learning outcomes | Hours | The week |
| Special tests | Lecture, discussion and questionin g | Basic concepts in experimental psychology | Bachelor of Education Educational and) Psychological (Sciences | ٢ | ١ |
| // | // | A comprehensive introduction to the course and the description of the tasks assigned to the student | // // // | ٢ | ٢ |
| // | // | Definition of science, its characteristics and scientific thinking | // | ٢ | ٣ |
| // | // | TelThe corporal of the experiment, its elements, methods of dealing with variables and adjusting foreign variables | // | ٢ | ٤ |
| // | // | Ethics of experimental research and methods of | // // | ٢ | ٥ |

| | | | | | |
|----|----|--|----|---|----|
| | | writing the scientific report | | | |
| // | // | The first quarterly test | // | ٢ | ٦ |
| // | // | Experimental Designs | // | ٢ | ٧ |
| | | Reading published experiments and researches experimental / semi-designs | | ٢ | ٨ |
| | | Second quarterly test | | ٢ | ٩ |
| | | Attention experiences | | ٢ | ١٠ |
| | | Memory Experiences | | ٢ | ١١ |
| | | Experiments of sensory perception psychophysics) .(| | ٢ | ١٢ |
| | | Return time experiments | | ٢ | ١٣ |
| | | The beginning of the tests of general preparation materials | | ٢ | ١٤ |
| | | Final Exams | | ٢ | ١٥ |
| | | Reading published experiments and researches experimental / semi-designs | | ٢ | ١٦ |
| | | Second quarterly test | | ٢ | ١٧ |
| | | Attention experiences | | | |

| | |
|---|--|
| Basic principles in experimental psychology | Required prescribed books ١ |
| Reference in Experimental Psychology | Main references (sources) ٢ |
| Scientific Journals | Recommended books and references (Scientific journals, (....,reports |
| Different contact sites | B Electronic references, websites |

| Description Decisions of the third stage Inferential statistics | |
|--|--|
| Inferential statistics | Name / The .١ decision |
| C1027 | Course Code .٢ |
| Daily attendance (My morning) | Available forms of .٣ attendance |
| My class | Chapter / The .٤ year |
| An hour in ١٥ A week ٩٠ | Number of study .٥ hours(Total) |
| 18/2/2021 | Date of .٦ preparation of this description |
| Dr. Abdul Bari Maih Madi | Name of the .٧ course official |

| | |
|---|-------------------------------|
| Course Objectives .١٠ .١ | |
| <p>A١- Introducing students to the importance of inferential statistics</p> <p>A ٢. Introducing students to the statistical means used in inferential and scientific statistics</p> <p>A ٣- Introducing students to the statistical means used in inferential statistics except my teachers</p> <p>A ٤. Enabling students to use the statistical and teaching methods</p> <p>A -٥- Enabling students to use statistical means except teachers</p> | |
| | Teaching and learning methods |
| The theoretical study related to the vocabulary of the subject of statistics through the electronic class and providing applied examples for each of the vocabulary and following up its solution with the students | |
| Evaluation methods | |
| The written exam, the delicious exam, andFor practical examples after completing each lecture | |

The structure of the course .\ \

| Evaluation method | Method of education | Name of the unit or subject | Required learning outcomes | Hours | The week |
|----------------------------------|------------------------------|--|--|-------|------------|
| Discussion and exchange of views | Lecture and discussion style | Basic definitions of some basic concepts in inferential statistics | Introducing students to some concepts related to inferential statistics | ٣ | The first |
| Discussion and exchange of views | Lecture and discussion style | Conditions of teacher statistics and T test for one sample | Definition ofFor students in the inferential statistics of the teacher and the T test for one sample | ٣ | The second |
| Discussion and exchange of views | Lecture and discussion style | The T test for two samples Interrelated | Introducing students to the T test for two interrelated samples | ٣ | The third |
| Discussion and exchange of views | Lecture and discussion style | The T test for two samples Independent | Introducing students to the T test for two independent samples | ٣ | The fourth |
| Discussion and exchange of views | Lecture and discussion style | Single-variance analysis | Introducing students to the analysis of unilateral contrast | ٣ | The fifth |
| Discussion and exchange | Lecture and discussion style | Chevet test for post-comparisons | Introducing students to the Cheveh test for post-comparisons | ٣ | The sixth |

| | | | | | | |
|------------------------------------|-------------------------------|--|---|---|-----------|--|
| ge of views | | | | | | |
| Discus sion and exchan ge of views | Lecture and discussi on style | Scientific statistics and Kai square test | Introducing students to scientific statistics and testing the Kai square | ٣ | Seventh | |
| Discus sion and exchan ge of views | Lecture and discussi on style | By testing the Kai box for good conformity | Introducing students to the Kai square test for good conformity | ٣ | Eighth | |
| Discus sion and exchan ge of views | Lecture and discussi on style | By testing the Kay square for independen ce and the expected more than ٥ | Introducing students to the Kai square test for independence when the number of cells is four or more and the expected is more than ٥ | ٣ | The ninth | |
| Discus sion and exchan ge of views | Lecture and discussi on style | By testing the Kay square for independen ce and the expected more than ٥ | Introducing students to the Kai square test for independence when the number of cells is four or more and the expected is more than ٥ | ٣ | Ten | |
| Discus sion and exchan ge of views | Lecture and discussi on style | With an educator testOn Kay for independen ce and the expectation is less than ٥ | Introducing students to the Kai square test for independence when the number of cells is four or more and the expected is less than ٥ | ٣ | Eleventh | |

| | | | | | |
|---|--|---|--|---|------------------|
| Discus sion and exchan ge of views | Lecture and discussi on style | Man and Tenny test and Man and Tenny test for small samples | Introducing students to the Man and Tenny test and the Man and Tenny test for small samples | ٣ | Twelve |
| Discus sion and exchan ge of views | Lecture and discussi on style | Man and Tni test for medium and large samples | Introducing students to the MAN and TNI test for medium and large samples | ٣ | Thirteenth |
| Discus sion and exchan ge of views | Lecture and discussi on style | Wolcoson test | Introducing students to the Walcosen test | ٣ | Fourteenth |
| Discus sion and exchan ge of views | Lecture and discussi on style | Crosscal test | Introducing students to the Crosscal test | ٣ | The fifteenth |

| Infrastructure - ١٢ | |
|--|---|
| Descriptive and inferential statistics, Abdul Jabbar Tawfiq, ١٩٨٠ | Required prescribed -١ books |
| Statistics Guide for the Researcher in Educational and Psychological Sciences, Yassin Hamid Ayal, ٢٠١٥ | Main References -٢ (Sources) |
| Descriptive and inferential statistics in writing educational and psychological research | Recommended books and references (Scientific (... , Journals , Reports |
| PowerPoint Lectures in Inferential Statistics | Electronic References |

| | |
|--|----------------|
| | ... Websites , |
|--|----------------|

| Description of the general teaching methods course The third stage | |
|---|--|
| General teaching methods | Course Name ٢٤. |
| C1028 | Course Code ٢٥. |
| Attendance and absence | Available attendance ٢٦. formats |
| Annual | Semester / Year ٢٧. |
| ٩٠ | Number of study hours ٢٨. (total) |
| ٢٠٢٤/٩/١ | Date of preparation of ٢٩. this description |
| Course Objectives ٣٠. | |
| Teaching students Teaching methods In Related Institutions | |
| GiveA Students have a full idea H About MethodsTeaching and the extent of .its contribution to communicating information to students | |
| .The need for the student to know Types of teaching methods | |
| Enable the student to develop a plan for the work to be done | |
| .The need for the student's study Methods, strategies and teaching models | |
| .Give a general idea of teaching | |
| .Give a general idea of the importance of teaching | |

| Evaluation method | Method of education | Name of the unit / or subject | Required learning outcomes | Hours | The week |
|--------------------------|---|-------------------------------|--|-------|----------|
| Questions and discussion | Lecture and practical application | Teaching methods | The concept of teaching – teaching theory – teaching objectives | ٣ | ١ |
| Questions and discussion | Interrogation and practical application | Teaching methods | Teaching Profession–Learning and Teaching–Teaching Art or Science | ٣ | ٢ |
| Questions and discussion | Discussion and practical application | Teaching methods | Foundations of good teaching – obstacles to the educational process | ٣ | ٣ |
| Questions and discussion | Lecture and practical application | Teaching methods | Characteristics of a successful teacher – basic principles in teaching | ٣ | ٤ |
| Questions and discussion | Lecture and practical application | Teaching methods | Educational Objectives | ٣ | ٥ |
| Questions and discussion | Lecture and practical application | Teaching methods | Sources of derivation of educational goals | ٣ | ٦ |
| Questions and discussion | Interrogation and practical application | Teaching methods | Levels of educational goals | ٣ | ٧ |
| Questions and discussion | Discussion and practical application | Teaching methods | Classification of behavioral goals | ٣ | ٨ |
| Questions and discussion | Lecture and practical application | Teaching methods | Cognitive field | ٣ | ٩ |
| Questions and discussion | Lecture and practical application | Teaching methods | The emotional field | ٣ | ١٠ |
| Questions and discussion | Lecture and practical application | Teaching methods | The self-kinetic field | ٣ | ١١ |
| Questions and discussion | Interrogation and practical application | Teaching methods | The importance of formulating behavioral goals | ٣ | ١٢ |
| Questions and discussion | Discussion and practical application | Teaching methods | The importance of studying the Bloom classification | ٣ | ١٣ |

| | | | | | |
|--------------------------|---|--|--|---|----|
| | | Teaching methods | Mid-year exams | | ١٤ |
| | | Teaching methods | Mid-year exams | | ١٥ |
| | | Teaching methods | Mid-year exams | | ١٦ |
| | | Teaching methods | Spring break | | ١٧ |
| | | Teaching methods | Spring break | | ١٨ |
| Questions and discussion | Lecture and practical application | Teaching methods | Teaching methods and classification | ٣ | ١٩ |
| Questions and discussion | Lecture and practical application | Teaching methods | Lecture method | ٣ | ٢٠ |
| Questions and discussion | Lecture and practical application | Teaching methods | Discussion method | ٣ | ٢١ |
| Questions and discussion | Lecture and practical application | Teaching methods | Interrogation method | ٣ | ٢٢ |
| Questions and discussion | Interrogation and practical application | Teaching methods | Exploration method | ٣ | ٢٣ |
| Questions and discussion | Discussion and practical application | Teaching methods | Planning and its importance | ٣ | ٢٤ |
| Questions and discussion | Lecture and practical application | Teaching methods | Types of plans | ٣ | ٢٥ |
| Questions and discussion | Interrogation and practical application | Teaching methods | Annual-Monthly Plans | ٣ | ٢٦ |
| Questions and discussion | Discussion and practical application | Teaching methods | Daily plans and their importance | ٣ | ٢٧ |
| Questions and discussion | Lecture and practical application | Teaching methods And teaching people with learning disabilities | Teaching methods for people with special needs Diagnostic Therapeutic Teaching Strategy | ٣ | ٢٨ |

| | | | | | |
|---------------------------------|--|--|---------------------------------|---|----|
| Questions and discussion | Lecture and practical application | Teaching methods And teaching people with learning disabilities | Direct Teaching Strategy | ٣ | ٢٩ |
|---------------------------------|--|--|---------------------------------|---|----|

| | |
|--|---|
| | |
| A collection of works Teaching methods | Required prescribed books ١ |
| General teaching methods (Saad Ali Zair and (others | Main references (sources) ٢ |
| (Scientific journals, reports and recent studies) | Recommended books and references (scientific journals, (....,reports |
| Related sites related to teaching methods such as the website | B Electronic references, websites |

| Description of the third stage courses Description of the course of the scientific research method | |
|---|--|
| Scientific Research Methodology | Course Name .٣١ |
| C1029 | Course Code .٣٢ |
| Attendance and absence | Available attendance .٣٣ formats |
| Annual | Semester / Year .٣٤ |
| ٩٠ | Number of study hours .٣٥ (total) |
| ٢٠٢٥/٣/١ | Date of preparation of .٣٦ this description |
| Course Objectives .٣٧ | |
| Identifying the subject of educational research methods .١ | |
| Differentiation between Different research methods .٢ | |
| Get to know Scientific Research Tools .٣ | |
| Developing students' ability to face problems in a scientific way .٤ | |
| Developing students' abilities to research in various phenomena .٥ | |

| Teaching and learning methods -٩ |
|---|
| Explanation and clarification through scientific lectures and in an explanation method. With the method of displaying through the screen and the use of educational tools and means of explanation inside the classrooms and conducting discussions, and training inside the halls on speech, with guidance of students on For some websites, asking students to visit libraries to get books and sources that belong to Research Methods Subject Different |

The structure of the course . ١٦

| Evaluation method | Method of education | Name of the unit / or subject | Required learning outcomes | Hours | The week |
|-------------------|------------------------|--|----------------------------|-------|----------|
| | Lecture | Scientific research, the importance of scientific research | | ٣ | ١ |
| | Lecture | Scientific Research Descriptions | | ٣ | ٢ |
| | Discussion | Assumptions on which the scientific method is based | | ٣ | ٣ |
| | Brainstorming | Scientific researcher's descriptions | | ٣ | ٤ |
| | Discussion | AThe problem in scientific research | | ٣ | ٦ |
| | Lecture | Goals, hypotheses, scientific research terms | | ٣ | ٧ |
| | Lecture | Preliminary procedures | | ٣ | ٨ |
| | Lecture | Historical research method | | ٣ | ٩ |
| | Brainstorming | Identifying the problem of historical research | | ٣ | ١٠ |
| | Collaborative Learning | Collection of scientific material | | ٣ | ١١ |
| | Lecture | Evaluation and criticism of the scientific material | | ٣ | ١٢ |
| | Lecture | Formulation of assumptions | | ٣ | ١٣ |
| | Discussion | Interpretation of results and report writing | | ٣ | ١٤ |
| | Lecture | Descriptive research method | | ٣ | ١٥ |
| | Lecture | Descriptive research steps | | ٣ | ١٦ |
| | Lecture | Types of descriptive research | | ٣ | ١٧ |
| A | Discussion | Experimental research method | | ٣ | ١٨ |
| | Collaborative Learning | Conducting the experiment | | ٣ | ١٩ |
| | Collaborative Learning | Laboratory experiments and non-laboratory experiments | | ٣ | ٢٠ |
| | Collaborative Learning | Experiments carried out in short or long periods of time | | ٣ | ٢١ |
| | Lecture | Models of designs | | ٣ | ٢٢ |
| | Brainstorming | Search Tools | | ٣ | ٢٣ |
| | Discussion | Samples | | ٣ | ٢٢ |
| | Lecture | Statistics | | ٣ | ٢٣ |
| | Lecture | Branches of statistics and areas of its applied uses | | ٣ | ٢٤ |

| | | | | | | |
|--|---------------------------------|-----------------------|---|--|-----------------------|----|
| | | | | | | |
| | | | | | | |
| | | | | Second | ٣ | ٢٥ |
| | Learning and Teaching Resources | | | | | |
| | Scientific thinking. | Dr. Fouad | ١ | Prescribed books (methodology if any) | Teaching Resources | |
| | Collaborative Learning | Zakaria, Kuwait, ١٩٧٨ | ١ | | | |
| | Discussion | How to present | ١ | | | |
| | Scientific research methods | | | results | | |

| | | |
|--|---|--|
| and methods. Dr. Wajih .Mahjoub, Baghdad, ١٩٩٣ ٣ | | |
| Fundamentals of scientific –٥ research. Dr. Ahmed Suleiman Odeh and Wad. Fathi Hassan .Malkawi, Amman, ٢٠٠٠ | Key References (Sources) | |
| Research methods in –٦ education and psychology. Dr. Sami Mohammed Melhem, .Amman, ٢٠٠٦ | Mainstream books and references that he recommends (scientific (... journals — Reports | |
| Conceptual and theoretical –٨ foundations. Dr. Anwar Hussein Abdul Rahman and Dr. Adnan .Hawry, ٢٠٠٨ | Electronic references website (with copy link) | |

| Description of the third stage courses Description of the headquarters of cognitive psychology | |
|---|--|
| Cognitive Psychology | Course Name ٣٨. |
| C1030 | Course Name/Code ٣٩. |
| Attendance and absence | Available attendance ٤٠. formats |
| Annual | Semester / Year ٤١. |
| ٦٠ | Number of study hours ٤٢. (total) |
| ٢٠١٦/٩/٢٨ | Date of preparation of ٤٣. this description |
| Course Objectives ٤٤. | |
| GiveA Students have a full idea H About Cognitive psychology | |
| Get to know the schools of cognitive psychology | |
| Knowing the impact of other sciences on cognitive psychology | |
| Identifying the models of capacity in attention | |
| Explain how to measure the basic processes in attention And perception and memory | |
| Knowing the role of thinking in the cognitive process | |

| The structure of the course ١٧. | | | | | |
|---------------------------------|-------------------------|-------------------------------|---|-------|----------|
| Evaluation method | Method of education | Name of the unit / or subject | Required learning outcomes | Hours | The week |
| Questions and discussion | Lecture and explanation | Cognitive Psychology | Introduction to Cognitive Psychology - Definition of Cognitive Psychology | ٢ | ١ |
| Questions | Lecture and | Cognitive | Cognitive Psychology Topics | ٢ | ٢ |

| | | | | | |
|--------------------------|-------------------------|----------------------|--|---|----|
| and discussion | explanation | Psychology | | | |
| Questions and discussion | Lecture and explanation | Cognitive Psychology | Philosophical Roots of Cognitive Psychology And its beginnings | ٢ | ٣ |
| Questions and discussion | Lecture and explanation | Cognitive Psychology | Research trends in cognitive psychology | ٢ | ٤ |
| Questions and discussion | Lecture and explanation | Cognitive Psychology | Information Processing Model - Types of Memory | ٢ | ٥ |
| Questions and discussion | Lecture and explanation | Cognitive Psychology | Forms of cognitive representation | ٢ | ٦ |
| Questions and discussion | Lecture and explanation | Cognitive Psychology | Cognitive patterns - their definitions | ٢ | ٧ |
| Questions and discussion | Lecture and explanation | Cognitive Psychology | Characteristics of cognitive patterns | ٢ | ٨ |
| Questions and discussion | Lecture and explanation | Cognitive Psychology | Classification of cognitive patterns | ٢ | ٩ |
| Questions and discussion | Lecture and explanation | Cognitive Psychology | Attention - Introduction - Nature of Attention | ٢ | ١٠ |
| Questions and discussion | Lecture and explanation | Cognitive Psychology | Types of attention Factors affecting attention | ٢ | ١١ |
| Questions and discussion | Lecture and explanation | Cognitive Psychology | Distracted | ٢ | ١٢ |
| Questions and discussion | Lecture and explanation | Cognitive Psychology | Theories of attention | ٢ | ١٣ |
| Questions and discussion | Lecture and explanation | Cognitive Psychology | Remembering forgetting | ٢ | ١٤ |
| First semester exam | | | | ٢ | ١٥ |
| | | | | ٢ | ١٦ |
| Half-year vacation | | | | ٢ | ١٧ |
| | | | | ٢ | ١٨ |
| Questions and discussion | Lecture and explanation | Cognitive Psychology | Thinking | ٢ | ١٩ |
| Questions and discussion | Lecture and explanation | Cognitive Psychology | Methods of thinking | ٢ | ٢٠ |

| | | | | | |
|--------------------------|-------------------------|----------------------|---|---|----|
| Questions and discussion | Lecture and explanation | Cognitive Psychology | Cognitive methods | ٢ | ٢١ |
| Questions and discussion | Lecture and explanation | Cognitive Psychology | Learning methods | ٢ | ٢٢ |
| Questions and discussion | Lecture and explanation | Cognitive Psychology | Beyond knowledge | ٢ | ٢٣ |
| Questions and discussion | Lecture and explanation | Cognitive Psychology | Beyond memory | ٢ | ٢٤ |
| Questions and discussion | Lecture and explanation | Cognitive Psychology | Problem solving - its concept - types of problems - steps to solve problems | ٢ | ٢٥ |
| Questions and discussion | Lecture and explanation | Cognitive Psychology | Problem Solving Characteristics - Problem Solving Method | ٢ | ٢٦ |
| Questions and discussion | Lecture and explanation | Cognitive Psychology | Human Intelligence - Artificial Intelligence | ٢ | ٢٧ |
| Questions and discussion | Lecture and explanation | Cognitive Psychology | Language and Thought – DefinitionA– ManifestationsHa | ٢ | ٢٨ |
| Questions and discussion | Lecture and explanation | Cognitive Psychology | Language Functions – CharacteristicsHa - TheoriesHa | ٢ | ٢٩ |

| | | |
|--|--|---|
| A collection of works Cognitive Psychology | | Required prescribed books ١ |
| Cognitive Psychology (Raf Al-Zaghloul) — (Imad Al-Zaghloul Cognitive Psychology, Theory and Practice (Adnan Youssef Al-Atoum) | | Main references (sources) ٢ |
| Contemporary Studies of Cognitive Psychology (Abdul Moneim Ahmed Al-Dardeer) | | Recommended books and references (scientific journals, (....,reports |
| Websites related to psychology | | B Electronic references, websites |

Description of the third stage courses
Description of the comparative education course

| | | | | | |
|---|------------------|-----------------------------|----------------------------|-------|----------|
| ١- Course Name : | | | | | |
| Comparative education | | | | | |
| ٢- Course Code : | | | | | |
| C1031 | | | | | |
| ٣- Academic system : | | | | | |
| Annual | | | | | |
| ٤- Date of preparation of this description : | | | | | |
| ٢٠٢٥ / ١ / ٣ | | | | | |
| ٥- Available forms of attendance : | | | | | |
| Just my presence | | | | | |
| ٦- Number of study hours : | | | | | |
| NumberHours (٦٠) Number of units (٦٠) | | | | | |
| ٧- Name of the course official : | | | | | |
| Kanaan adnan :Course teacher's name: . Kanaan Adnan Hashim Al-Emil @gmali .com | | | | | |
| ٨- Course Objectives : | | | | | |
| :The course aims to achieve the following educational objectives ١. Supply Students With ideas General About Nature Education Comparison ٢. Make Students More They understand And insight In Organize them Educational ٣. Contributions In Solution Problems Educational Which Suffers From her The system Educational | | | | | |
| ٩- :Learning and teaching strategies : | | | | | |
| Brainstorming — Discussion — The questions of the questions | | | | | Strategy |
| ١٠- :Structure of the course : | | | | | |
| Evaluation method | Learning methods | Name of the unit or subject | Required learning outcomes | Hours | The week |

| | | | | | |
|--------------------------|-------------------------|-----------------------|--|---|----|
| Questions and discussion | Lecture and explanation | Comparative education | Definition of comparative education | ٢ | ١ |
| Questions and discussion | Lecture and explanation | Comparative education | Development of the concept of education | ٢ | ٢ |
| Questions and discussion | Lecture and explanation | Comparative education | History of comparative education | ٢ | ٣ |
| Questions and discussion | Lecture and explanation | Comparative education | Educational Applications | ٢ | ٤ |
| Questions and discussion | Lecture and explanation | Comparative education | Objectives of comparative education | ٢ | ٥ |
| Questions and discussion | Lecture and explanation | Comparative education | One of the pioneers of comparative education | ٢ | ٦ |
| Questions and discussion | Lecture and explanation | Comparative education | Ibn Khaldun | ٢ | ٧ |
| Questions and discussion | Lecture and explanation | Comparative education | Ibn Jubeir | ٢ | ٨ |
| Questions and discussion | Lecture and explanation | Comparative education | Ibn Battuta | ٢ | ٩ |
| Questions and discussion | Lecture and explanation | Comparative education | Julian | ٢ | ١٠ |
| Questions and discussion | Lecture and explanation | Comparative education | Russo | ٢ | ١١ |
| Questions and discussion | Lecture and explanation | Comparative education | Isaac Kandel | ٢ | ١٢ |
| Questions and discussion | Lecture and explanation | Comparative education | Research Methods in Comparative Education | ٢ | ١٣ |
| Questions and discussion | Lecture and explanation | Comparative education | Educational forces | ٢ | ١٤ |
| Questions and discussion | Lecture and explanation | Comparative education | Educational factors | ٢ | ١٥ |
| Questions and discussion | Lecture and explanation | Comparative education | Characteristics of comparative education | ٢ | ١٦ |

| | | | | | |
|--|-------------------------|-----------------------|-------------------------------------|---|----|
| Questions and discussion | Lecture and explanation | Comparative education | Education in some countries | ٢ | ١٧ |
| Questions and discussion | Lecture and explanation | Comparative education | Al-RasmaliH | ٢ | ١٨ |
| Questions and discussion | Lecture and explanation | Comparative education | AFor socialism | | |
| Questions and discussion | Lecture and explanation | Comparative education | Islamic | ٢ | ١٩ |
| Questions and discussion | Lecture and explanation | Comparative education | Arabic | ٢ | ٢٠ |
| Questions and discussion | Lecture and explanation | Comparative education | The educational system in France | ٢ | ٢١ |
| Questions and discussion | Lecture and explanation | Comparative education | The educational system in Sweden | ٢ | ٢٢ |
| Questions and discussion | Lecture and explanation | Comparative education | Educational system in Japan | ٢ | ٢٣ |
| Questions and discussion | Lecture and explanation | Comparative education | The educational system in Egypt | ٢ | ٢٤ |
| Questions and discussion | Lecture and explanation | Comparative education | The educational system in Iraq | ٢ | ٢٥ |
| Questions and discussion | Lecture and explanation | Comparative education | International Systems | ٢ | ٢٦ |
| Questions and discussion | Lecture and explanation | Comparative education | Comparison of education | ٢ | ٢٧ |
| Questions and discussion | Lecture and explanation | Comparative education | Education and developing systems | ٢ | ٢٨ |
| Questions and discussion | Lecture and explanation | Comparative education | Definition of comparative education | ٢ | ٢٩ |
| Course Evaluation -١١ | | | | | |
| Neck Proportional With Level Capabilities Students Mentality And skill | | | | | |

| | | |
|---|--|---------------|
| Description of a decisionThe fourth stage Mental Health Course | | |
| :Course Name -١ | | |
| Comparison Directions Contemporary In Education | | Mental health |
| :Course Code -٢ | | |
| | Mainstream books and references that he | D1032 |
| Academic System: Annual -٣ | | |
| | (... journals — Reports | |
| /https://WWW.researchgate.net | Electronic references website | Annual |
| Date of preparation of this description ١٣/١٠/٢٠٢٤ -٤ | | |

| |
|--|
| |
| Available Forms of Attendance: My Attendance -٥ |
| Just my presence |
| Number of study hours ٦٠ hours -٦ |
| |
| Name of the course official: Dr. Abdel-Abbas Ghadeeb Shati -٧ |
| Name of the course teacher: A. M. Dr. Abdel-Abbas Ghadeeb Shati...:Email Abdulabbasghuthab2021@utq.edu.iq |
| GoalsCourse (cognitive, emotional, skill goals) -٨ |
| <p style="text-align: center;">Cognitive goals</p> <p>A١- Identifying the concept of mental health</p> <p>A٢- Distinguishing between physical health and mental health</p> <p>A٣- Identifying the difference between mental disorder and mental health</p> <p>A٤- Identifying the standards of equal and equal</p> <p>A٥- Preparing students who are able to prepare for work in the fields of mental health</p> <p>A٦- Pushing students towards scientific thinking and analysis in problems, behaviors and psychological disorders</p> <p style="text-align: center;">Sart goals</p> <p>B١ - Enabling the student to understand and know the basics of mental health</p> <p>B٢ - Urging students to write reports and research in the field of mental health science</p> <p>B٣ - Enabling students with scientific analysis</p> <p style="text-align: center;">Emotional goals</p> <p>The student's assistant in identifying the basic principles of the - concept of mental health</p> <p>Enabling the student to understand the role when practicing solving - problems related to psychological disorder</p> <p>Identifying the value of the concept of mental health and the extent of - its impact on the educational and educational process</p> <p>Making the student a full perception of things related to the concept - of mental health as it complements one to the other</p> |

| :Learning and teaching strategies -٩ | | | | | |
|--|--|--|--|---------------|---------------------|
| Brainstorming — Discussion — The questions of the patientE Lecture method - Learning by exploration - | | | | | Strate gy |
| :Structure of the course -١٠ | | | | | |
| Evaluat ion method | Learni ng metho ds | Name of the unit or subje ct | Required learning outcomes | Ho ur s | Th e we ek |
| Student s' particip ation in the classroom discussi on | Lectur e and discus sion style | The conce pt of scienc e Mental health | Introduction of students About the concept of mental health | ٢ | ١ |
| Student s' particip ation in the classroom discussi on | Lectur e and discus sion style | The emerg ence of mental health | Introducing students to a historical brief About the origin of mental health | ٢ | ٢ |
| Student s' particip ation in the classroom discussi on | Lectur e and discus sion style | Definiti on of mental health | Students' introduction to The meaning of mental health and its definitions | ٢ | ٣ |
| Student | Lectur | Mental | Introducing students to goals | ٢ | ٤ |

| | | | | | |
|---|--|---|--|---|---|
| s' particip ation in the classroom discussi on | e and discus sion style | health goals | Mental health science | | |
| Student s' particip ation in the classroom discussi on | Lectur e and discus sion style | Target groups (oursel) ves, societ y, studen (ts | Introducing students to categories Targeted by mental health science | ٢ | ٥ |
| Student s' particip ation in the classroom discussi on | Lectur e and discus sion style | Mental health degre es psych) ologic ally health y, psych ologic ally correct (..... | What is the definition of students?Degrees of mental health and obstacles to achieving it | ٢ | ٦ |
| Student s' particip ation in the classroom discussi on | Lectur e and discus sion style | Suffici al and even person ality tests in the light of mental health | Mental health standards (trials of ((equal and equal | ٢ | ٧ |
| Student s' | Lectur e and | The differe | Characteristics of normal behavior and identification of | ٢ | ٨ |

| | | | | | |
|---|------------------------------|--|--|---|----|
| participation in the classroom discussion | discussion style | difference between normal and non-normal behavior | non-normal behavior | | |
| Students' participation in the classroom discussion | Lecture and discussion style | Mental Health Curriculum | Introducing students to Mental health curricula and stages of mental health | ٢ | ٩ |
| Students' participation in the classroom discussion | Lecture and discussion style | Theories that explained the concept of mental health | Introducing students to theories of Health interpretation Psychological | ٢ | ١٠ |
| Students' participation in the classroom discussion | Lecture and discussion style | Behavioral manifestationss | Introducing students to the most important Behavioral manifestations of mental health | ٢ | ١١ |
| Students' participation in the classroom | Lecture and discussion style | Causes of poor mental health | AsbFather and the factors leading to poor mental health and the most important treatments for it | ٢ | ١٢ |

| | | | | | |
|---|--|--|---|---|----|
| m discussi on | | | | | |
| Class discussi ons | Lectur e style | Get to know Parent ing metho ds and their impact on mental health | Introduction of students Wrong upbringing and its effects on mental health | ٢ | ١٣ |
| Involvin g student s in making brief present ations | Lectur e and discus sion style | Introd uction to psych ologic al compa tibility | Introduction of students Psychological compatibility and levels and mental health | ٢ | ١٤ |
| Discussi ons and a short exam | Lectur e and discus sion style | Chara cteristi cs of the proces s of adapta tion and psych ologic al compa tibility | Psychological compatibility, adaptation and characteristics of the adaptation process | ٢ | ١٥ |
| Student particip ation in discussi ons | Lectur e and discus sion style | Introd uction to misco mpatib ...ility | Miscompatibility and some of its behavioral manifestations | ٢ | ١٦ |

| | | | | | |
|--|---|---|---|---|----|
| Students' participation in the classroom discussion | Lecture and discussion style | Humanitarian needs as a consensual process | Life as a process of compatibility needs and compatibility, child) and compatibility, adolescent)(and compatibility | ٢ | ١٧ |
| Discussions with students | Lecture style | Problems faced by the school student | Introducing students to Compatibility problems at school | ٢ | ١٨ |
| Students visit in the field and evaluate them educationally and scientifically | Students visit in the field and follow up the progress of the application processes | Application period | Application Period | | |
| Students' participation in the classroom discussion | Lecture and discussion style | Definition of mental disorders and the causes of their origin | Mental disorders and their factors | ٢ | ١٩ |

| | | | | | |
|---|------------------------------|---|---|---|----|
| Student participation in discussions | Lecture and discussion style | Indicators of the difference between mental illness and mental disorder | Introducing students to the teams Between mental illness and mental illness | ٢ | ٢٠ |
| Students' participation in the classroom discussion | Lecture and discussion style | Know the classification of the difference between these two types of disorder | Students' definition of how Classification of psychological and mental disorders | ٢ | ٢١ |
| Students' participation in the classroom discussion | Lecture and discussion style | Introduction and definition of self-definition | Self-retression | ٢ | ٢٢ |
| Students' participation in the | Lecture and discussion style | Psychosomatic disorders | Introducing students to disorders Psychosomatic (psychosomes) and their types, causes and features of treatment | ٢ | ٢٣ |

| | | | | | |
|---|------------------------------|--|--|---|----|
| classroom discussion | | and their types | | | |
| Students' participation in the classroom discussion | Lecture and discussion style | Introduction and definition of anti-social disorders | Psychopathic (anti-social) disorders | ٢ | ٢٤ |
| Students' participation in the classroom discussion | Lecture and discussion style | Identifying sexual harassment and its causes | Sexual deviations, their causes, treatment | ٢ | ٢٥ |
| Students' participation in the classroom discussion | Readings and discussions | Education and mental health .. | Education and mental health mental health in the family,))(university and society | ٢ | ٢٦ |
| Students' participation in the classroom discussion | Readings and discussions | School and mental health | School and mental health (the tasks of educational management and their relationship with mental health, the role of the teacher (teacher) the student's personality and his relationship with his peers | ٢ | ٢٧ |
| Students' participation | Readings and | Drug abuse and its | Students' introduction to The impact of drug abuse on mental health | ٢ | ٢٨ |

| | | | | | |
|--|---|---|---|--------------------|----|
| ation in the classroom discussion | discussions | impact on the individual's mental health | | | |
| Students' participation in the classroom discussion | Students' participation in the classroom discussion | Introduction and indicators of mental health in the Islamic concept | Mental health in the light of For Islam | ٢ | ٢٩ |
| - ١١ | | | | | |
| | | | | | |
| Learning and Teaching Resources - ١٢ | | | | | |
| A collection of works of science Mental health | | | Prescribed books methodology if) (any | Teaching Resources | |
| Mental Health (Hamid Zahran) Reference in Mental Health (Adib Al-Khaldi) Introduction to Mental Health (Sami Al-Khtatna) | | | Key References (Sources) | | |
| Fundamentals of Psychological Counseling and Mental Health (Amal Ibrahim Al-Khaldi) ((scientific journals, reports and recent studies) | | | Mainstream books and references that he recommends scientific) journals — (... Reports | | |
| Related sites related to the concept of mental health, such as the website, mental health for .all | | | Electronic references website (with (copy link | | |

| |
|--|
| Model for describing educational measurement and evaluation courses |
| Course Name -١ : |
| Educational Measurement and Evaluation |
| Course Code -٢ : |
| D1033 |
| Academic system -٣ : |
| Annual |
| Date of preparation of this description -٤ : |
| ٢٠٢٥/٢٠٢٤ |
| Available forms of attendance -٥ : |
| Just my presence |
| Number of study hours -٦ : |
| Number of units ٩٠ ٦٠ |
| Name of the course official -٧ : |
| Professor of the course: Dr. Ibrahim Khalil Idan Al-Jarallah Email: ibrahimkhalilIdan@utq.edu.iq |
| Course Objectives -٨ : |
| <p>The course aims to make The student Able On</p> <p>٣. Recognition On the concepts Basic (The test ، Measurement ، — .Calendar).Discrimination Between Types Tests Miscellaneous</p> <p>٤. Recognition On the characteristics of Measurement — .Educational . – Discrimination Between Characteristics .Measurement Educational And measurement Material</p> <p>٥. Recognition On types Calendar According to Time The wage .Relationship Between Objectives Educational And process</p> <p>٦. Calendar Educational. -You know Types Tests Collection</p> <p>٧. Recognition On the qualities The test The good (Honesty ، Stability ، Ease Application And correction ، Inclusion ، Objectivity .Standards) I understand it ، Its types ، Factors Influencer In it ،</p> <p>٨. Get to know Objectives Behavioral And their classifications</p> <p>٩. Get to know Experience The test And steps Conduct it . — — .Account Factor Difficulty And ease And alternatives Wrong And .the ruling On Paragraphs</p> <p>١٠. TheGet to know Tests List On Basis Choose The answer (Tests Right And the mistake ، Tests Conformity</p> |

| :Learning and teaching strategies -٩ | | | | | |
|--------------------------------------|-------------------------------------|---|----------------------------|----------|-----------|
| Lecture, discussion and questioning | | | | Strategy | |
| :Structure of the course -١٠ | | | | | |
| Evaluation method | Learning methods | Name of the unit or subject | Required learning outcomes | Hour s | Th e week |
| Accessive/editorial and oral tests | Lecture, discussion and questioning | Basic concepts in measurement and evaluation | | ٢ | ١ |
| = | = | What do we measure the definition of measurement, types of ?measurement | | ٢ | ٢ |
| = | = | Characteristic s of psychometric and educational measurement | | ٢ | ٣ |
| = | = | Test Functions Test, Test Classification | | ٢ | ٤ |
| = | = | Evaluation The relationship of measurement and evaluation and testing | | ٢ | ٥ |
| = | = | Types of calendar, building obtaining tests | | ٢ | ٦ |

| | | | | | |
|-----------------------------|---|---|--|---|----|
| Editorial exam | | Semester exam | | ٢ | ٧ |
| Eribritorial and oral tests | = | Determining educational goals | | ٢ | ٨ |
| = | = | Conditions for applying the test | | ٢ | ٩ |
| = | = | Types of achievement tests | | ٢ | ١٠ |
| = | = | Extracting the statistical characteristics of the paragraphs of the achievement tests | | ٢ | ١١ |
| = | = | Test methods | | ٢ | ١٢ |
| = | = | Appreciation Lists | | ٢ | ١٣ |
| = | = | Estimation measures | | ٢ | ١٤ |
| = | = | Sources of error in estimation | | ٢ | ١٥ |
| = | = | Good test conditions | | ٢ | ١٦ |
| = | = | Honesty | | ٢ | ١٧ |
| = | = | The credibility of the construction | | ٢ | ١٨ |
| = | = | Stability | | | |
| = | = | The equal way | | ٢ | ١٩ |
| = | = | The semi-way | | ٢ | ٢٠ |
| = | = | Objectivity | | ٢ | ٢١ |
| = | = | Ease | | ٢ | ٢٢ |
| = | = | Comprehensiveness | | ٢ | ٢٣ |
| = | = | Difficulty and | | ٢ | ٢٤ |

| | | | | | |
|---|---|--|--|---|----|
| | | ease of paragraphs | | | |
| = | = | Distinguishing the achievement test paragraphs | | ٢ | ٢٥ |
| = | = | Estimating the effectiveness of false alternatives | | ٢ | ٢٦ |
| = | = | Exploratory and basic experience | | ٢ | ٢٧ |
| = | = | Paper and pen tests | | ٢ | ٢٨ |
| = | = | The credibility of the construction | | ٢ | ٢٩ |

Course Evaluation - ١١

Learning and Teaching Resources - ١٢

| | | |
|---|--|--------------------|
| Measurement Psychological And the calendar .Educational.Authoring A.Dr.Safaa Tariq Lover | Prescribed books methodology if) (any | Teaching Resources |
| Measurement Psychological . Authoring — .Safwat Vulva | Key References (Sources) | |
| Measurement Psychological . Authoring Saad — .Slave The Merciful | Mainstream books and references that he recommends scientific journals) (... Reports — | |
| Magazine Measurement Psychological And the calendar Educational Journal of Educational and Psychological) (measurement Programs Statistics To analyze Statements — SPSS, Rascall Like | Electronic references website (with (copy link | |

Sample Description Thinking Education Course

| | |
|---------------------------------|--------------------------------------|
| Thinking teaching skills | Name / The -١ decision |
| D1034 | Symbol The -٢ decision |
| Daily attendance (My morning) | Shapes Attendance -٣ Available |
| My class | Chapter / The — -٤ year |
| Clock ٦. | Number of study — -٥ hours(Total) |

| | | |
|---|---|--|
| | ٢٠٢٤ | Date of — -٦ preparation of this description |
| | Dr. Abdul Khaliq | Rapporteur's officer .٧ |
| | Introducing students to the importance of teaching .١ thinking | Course — -٧ Objectives |
| | Introducing students to the goals of teaching .٢ thinking | |
| | Enabling students to know the types of thinking .٣ | |
| | Identifying thinking skills .٤ | |
| Conducting seminars among students , And assigning students to prepare lectures that .they manage within the lecture as an intellectual skill for students | | |

13- :Structure of the course

| Evaluation method | Learning methods | Name of the unit or subject | Required learning outcomes | Hours | The week |
|--------------------------|-------------------------|---|----------------------------|-------|----------|
| Questions and discussion | Lecture and explanation | Thinking, what is thinking, how is the thinking process, ingredients (Reality, brain, senses, information and (previous experiences | | ٢ | ١ |
| Questions and discussion | Lecture and explanation | Standards of universal thinking Clarity, health, accuracy, relationship,) (depth, breadth, logic | | ٢ | ٢ |
| Questions and discussion | Lecture and explanation | The importance of thinking and remembering mechanisms | | ٢ | ٣ |
| Questions and discussion | Lecture and explanation | Thinking obstacles | | ٢ | ٤ |
| Questions and discussion | Lecture and explanation | Types of thinking (Convergence thinking, divergent, inductive, deductive, logical, tangible, innovative, critical, creative thinking (..... | | ٢ | ٥ |
| Questions and discussion | Lecture and explanation | Methods of teaching thinking | | ٢ | ٦ |

| | | | | | |
|--------------------------|-------------------------|---|--|---|----|
| Questions and discussion | Lecture and explanation | The concept of thinking skills | | ٢ | ٧ |
| Questions and discussion | Lecture and explanation | Classification of thinking teaching skills | | ٢ | ٨ |
| Questions and discussion | Lecture and explanation | Thinking, what is thinking, how is the thinking process, ingredients (Reality, brain, senses, information and (previous experiences | | ٢ | ٩ |
| Questions and discussion | Lecture and explanation | Standards of universal thinking Clarity, health, accuracy, relationship,) (depth, breadth, logic | | ٢ | ١٠ |
| Questions and discussion | Lecture and explanation | The importance of thinking and remembering mechanisms | | ٢ | ١١ |
| Questions and discussion | Lecture and explanation | Thinking obstacles | | ٢ | ١٢ |
| Questions and discussion | Lecture and explanation | Types of thinking (Convergence thinking, divergent, inductive, deductive, logical, tangible, innovative, critical, creative thinking (..... | | ٢ | ١٣ |
| Questions and discussion | Lecture and explanation | Methods of teaching thinking | | ٢ | ١٤ |
| Questions and discussion | Lecture and explanation | The concept of thinking skills | | ٢ | ١٥ |
| Questions and discussion | Lecture and explanation | Previous Article | | ٢ | ١٦ |
| Questions and discussion | Lecture and explanation | Types of thinking skills fluency skills with applied examples | | ٢ | ١٧ |
| Questions and discussion | Lecture and explanation | Problem-solving skills with practical examples | | ٢ | ١٨ |
| Questions and discussion | Lecture and explanation | Directory Evaluation Skill | | | |
| Questions and discussion | Lecture and explanation | Personal Choices Making Skills | | ٢ | ١٩ |
| Questions and discussion | Lecture and explanation | Illustration skill | | ٢ | ٢٠ |

| | | | | | |
|--------------------------|-------------------------|---|--|---|----|
| Questions and discussion | Lecture and explanation | Second semester test | | ٢ | ٢١ |
| Questions and discussion | Lecture and explanation | Previous Article | | ٢ | ٢٢ |
| Questions and discussion | Lecture and explanation | Types of thinking skills fluency skills with applied examples | | ٢ | ٢٣ |
| Questions and discussion | Lecture and explanation | Problem-solving skills with practical examples | | ٢ | ٢٤ |
| Questions and discussion | Lecture and explanation | Directory Evaluation Skill | | ٢ | ٢٥ |
| Questions and discussion | Lecture and explanation | Personal Choices Making Skills | | ٢ | ٢٦ |
| Questions and discussion | Lecture and explanation | Illustration skill | | ٢ | ٢٧ |
| Questions and discussion | Lecture and explanation | Second semester test | | ٢ | ٢٨ |
| | | | | ٢ | ٢٩ |

| | | |
|--|--|--|
| | | Required prescribed books |
| | Teaching thinking is a Turkish sky inside and others | Main References (Sources) |
| | | A— Recommended books and references (Scientific Journals , (Reports |
| | In the light of theoretical studies , And the field , -١ Panel Discussions , And follow the means of explanation , Assigning students to write reports and research , According to the vocabulary of the ,prescribed article A scientific personality can be built for the ٢ . . student through it | Course Development Plan .١٣ |

Model of description of the course of modification of behavior phase IV

| | | | | | |
|---|--|--|--|--|----------|
| Course Name — ١ : | | | | | |
| Modifying human behavior | | | | | |
| Course Code : ٢ | | | | | |
| D1035 | | | | | |
| Academic system : ٣ | | | | | |
| Annual | | | | | |
| Date of preparation of this description : ٤ | | | | | |
| ٢٠٢٥/٢/٢٧ | | | | | |
| Available Forms of Attendance / | | | | | |
| Just my presence | | | | | |
| Number of study hours | | | | | |
| ٦٠ hours | | | | | |
| Name of the course official | | | | | |
| Name of the course teacher: . Ali Raysan Sanim Al-Amail dr.Ali.Rissan.Sonim@utq.Edu.iq | | | | | |
| Course Objectives | | | | | |
| :The course aims to achieve the following educational objectives ١- Definition Year With a direction Modification Behavior Humanity ٢- That He knows Students On Date Modification Behavior And establish it Theory ٣- Politeness Thoughts Students Towards Behavior Al-Hassan ٤- Identification On Methods Modification Behavior And the possibility Implemented ٥- Use And apply Methods Modification Behavior In Life Academy And social And personality For students | | | | | |
| Learning and teaching strategies : | | | | | |
| Brainstorming — Discussion — The questions of the questions | | | | | Strategy |
| Structure of the course : | | | | | |
| Evaluation | | | | | The |

| method | Learning methods | Name of the unit or subject | Required learning outcomes | Hours | week |
|----------------------------------|------------------------------|---|--|-------|------|
| Discussion and exchange of views | Lecture and discussion style | Introduction and general idea And it is essential to modify behavior Humanitarian | You knowThe student's countryside by modifying human behavior and basic concepts in Modifying human behavior | ٢ | ١ |
| Discussion and exchange of views | Lecture and discussion style | The theoretical basis on which the trend of modifying human behavior is based | Introducing the student to theories that were used to modify human behavior | ٢ | ٢ |
| Discussion and exchange of views | Lecture and discussion style | Date of modification of human behavior And its principles and characteristics | You knowStudent's reef with the history of behavior modification, principles and characteristics | ٢ | ٣ |
| Discussion and exchange of views | Lecture and discussion style | Identifying target behavior and definition | Introducing the student to the purpose of identifying and defining behavior | ٢ | ٤ |
| Discussion and exchange of views | Lecture and discussion style | Measuring behavior | Introducing the student to the basic considerations in behavioral | ٢ | ٥ |

| | | | | | |
|--|------------------------------|---|---|---|---|
| | | | measurement, methods and measuring his results | | |
| Participation and discussion | Lecture and discussion style | Increase desired behavior (Reinforcement (| Introducing students to the concept of reinforcement, classifying enhancers, choosing enhancers, factors that affect the effectiveness of reinforcement and reinforcement schedules | ٢ | ٦ |
| Participate in presentation and discussion | Lecture and discussion style | Behavior formation Sequence of behavior | Introduce students to procedures that can be used to form new behaviors And the sequence of behavior | ٢ | ٧ |
| Participation and discussion | Lecture and discussion style | Reduce unwanted behavior Punishment) and (alternatives | Introducing the concept of punishment and how to use punishment and its alternatives | ٢ | ٨ |
| Participation and discussion | Interrogation method | Discrimination and generalization | Definition On distinguishing between acceptable and unacceptable | ٢ | ٩ |

| | | | | | |
|--|------------------------------------|---|---|---|----|
| | | | behavior, introducing the student to the generalization of the stimulus and response | | |
| Discussion and exchange of views | Lecture + Class discussions | Behavioral contracting | Definition of the concept of behavioral contracting And the contents of the behavioral contract and the general rules that must be taken into account when writing behavioral contracts | ٢ | ١٠ |
| Discussion and exchange of views | Lecture and discussion style | Progressive sensitivity reduction | Introducing Progressive Sensitization Method | ٢ | ١١ |
| Discussion and exchange of views | Lecture and discussion style | Alienation treatment | Introduction to the method of treatment by alienation | ٢ | ١٢ |
| Discussion and exchange of views | Lecture and discussion style | Hidden alienation | Definition of the method of hidden alienation | ٢ | ١٣ |
| Discussion and exchange of views | Lecture and discussion style | Firefighting method | The student's definition of worrying or removing unwanted behavior | ٢ | ١٤ |
| Discussion and exchange | Lecture and discussion | TreatmentIn addition | Definition of the method of | ٢ | ١٥ |

| of views | style | | processing In addition | | |
|----------------------------------|------------------------------|---------------------------------|--|---|----|
| Discussion and exchange of views | Lecture and discussion style | Cognitive behavior modification | The student should learn about the principles Main in modifying human behavior and therapeutic methods | ٢ | ١٦ |
| Discussion and exchange of views | Lecture and discussion style | Self-assertion method | The student should learn about the signs of weak self-assertion and what are the benefits of self-assertion | ٢ | ١٧ |
| Discussion and exchange of views | Lecture and discussion style | Decision-making method | The student should know how to make decisions and the most appropriate solutions to academic and personal situations | ٢ | ١٨ |
| Discussion and exchange of views | Lecture and discussion style | Self-control method | The student should know how to control his behaviors and emotions and balance his actions | ٢ | ١٩ |
| | | | | | |

| | | | | | |
|--|---|--|--|-----------------------|----|
| | | | | ٢ | ١٩ |
| Course Evaluation | | | | | |
| | | | | | |
| Learning and Teaching Resources | | | | | |
| There are no scheduled books | Prescribed books (methodology if any) | | | Teaching Resources | |
| Modifying human behavior Talif Jamal Mohammed Al- Khatib I٩ ٢٠١٢ | Key References (Sources) | | | | |
| Modifying human — behaviorRia and the application is Talif Dr. Ahmed Abdullatif Abu Asaad٢٠١١ | Mainstream books and references that he recommends (scientific (... journals — Reports | | | | |
| | Electronic references website (with copy link) | | | | |

| Philosophy of Education Course Description Form | |
|--|--|
| :Course Name | |
| Philosophy of education | |
| :Course Code | |
| D1036 | |
| :Academic system | |
| Annual | |
| Date of preparation of this description | |
| ٢٠٢٠/٢/١٩ | |
| Available forms of attendance | |
| Just my presence | |
| Number of study hours | |
| ٩٠ | |
| Name of the course official | |
| <div style="text-align: center;">١٦٧</div> .Edu. IQ Course teacher's name: . Dr. Wissam Nayef Adnan..... The email | |

Course Objectives

:The course aims to achieve the following educational objectives

۱- Increase the student's understanding of the philosophical educational reality during the academic year

۲- Developing students' abilities in the cognitive aspect of the subject of philosophy of education

۳- The student's awareness of the subject of philosophy of education in its utmost necessity

:Learning and teaching strategies

Brainstorming — Discussion — The questions of the questions

Strategy

:Structure of the course

| Evaluation method | Learning methods | Name of the unit or subject | Required learning outcomes | Hours | The week |
|--|-------------------------|-----------------------------|---|-------|----------|
| Questions, discussion, daily and oral test | Lecture and explanation | Philosophy of education | Introduction to the Philosophy of Education | ۲ | ۱ |
| Questions, discussion and daily test | Lecture and explanation | Philosophy of education | Theories and topics studied by philosophy | ۲ | ۲ |
| Questions, discussion and daily test | Lecture and explanation | Philosophy of education | Philosophy of education meaning -) (definition | ۲ | ۳ |
| Questions, discussion and daily test | Lecture and explanation | Philosophy of education | Education Philosophy Jobs | ۲ | ۴ |
| Questions, discussion and daily test | Lecture and explanation | Philosophy of education | Ideal educational philosophy | ۲ | ۵ |
| Questions, discussion and daily test | Lecture and explanation | Philosophy of education | The perfect teacher | ۲ | ۶ |
| Questions, discussion and daily test | Lecture and | Philosophy of | The ideal curriculum | ۲ | ۷ |

| | | | | | |
|--------------------------------------|---|-------------------------|---|---|----|
| | explanation | education | | | |
| Questions, discussion and daily test | Lecture and explanation | Philosophy of education | From the flags of ideal philosophy | ٢ | ٨ |
| Questions, discussion and daily test | Lecture and explanation | Philosophy of education | Realistic educational philosophy | ٢ | ٩ |
| Questions, discussion and daily test | Lecture and explanation | Philosophy of education | The real teacher — The real student | ٢ | ١٠ |
| Questions, discussion and daily test | Lecture and explanation | Philosophy of education | The curriculum of realism | ٢ | ١١ |
| Questions, discussion and daily test | Lecture and explanation | Philosophy of education | From the media of realistic philosophy | ٢ | ١٢ |
| Questions, discussion and daily test | Lecture and explanation | Philosophy of education | Pragmatic educational philosophy | ٢ | ١٣ |
| Questions, discussion and daily test | Lecture and explanation | Philosophy of education | Pragmatic teacher and pragmatic student | ٢ | ١٤ |
| | First semester exam Half-year vacation | | | | ١٥ |
| | | | | | ١٦ |
| | | | | | ١٧ |
| | | | | | ١٨ |
| Questions, discussion and daily test | Lecture and explanation | Philosophy of education | Pragmatic method | ٢ | ١٩ |
| Questions, discussion and daily test | Lecture and explanation | Philosophy of education | | ٢ | ٢٠ |
| Questions, discussion and daily test | Lecture and explanation | Philosophy of education | | ٢ | ٢١ |
| Questions, discussion and daily test | Lecture and explanation | Philosophy of education | From the media of existential | ٢ | ٢٢ |

| | | | | | |
|--|-------------------------|-------------------------|---|---|----|
| | | | philosophy | | |
| Questions, discussion and daily test | Lecture and explanation | Philosophy of education | Positive educational philosophy | | |
| Questions, discussion and daily test | Lecture and explanation | Philosophy of education | Objectives of logical education logical teacher proficiency in / the eyes of Islam | ٢ | ٢٣ |
| Questions, discussion and daily test | Lecture and explanation | Philosophy of education | From the media of logical philosophy | ٢ | ٢٤ |
| Questions, discussion and daily test | Lecture and explanation | Philosophy of education | Contemporary Educational Theories | ٢ | ٢٥ |
| Questions, discussion and daily test | Lecture and explanation | Philosophy of education | Essential | ٢ | ٢٦ |
| Questions, discussion and daily test | Lecture and explanation | Philosophy of education | Progressive | ٢ | ٢٧ |
| Questions, discussion and daily test | Lecture and explanation | Philosophy of education | Renewalism | ٢ | ٢٨ |
| Questions, discussion and daily test | Lecture and explanation | Philosophy of education | Islamic Educational Philosophy | ٢ | ٢٩ |
| Questions, discussion and daily test | Lecture and explanation | Philosophy of education | Characteristics of Islamic education and its fields — From the Muslim philosophers | ٢ | ٣٠ |
| Course Evaluation | | | | | |
| Distribution of the score from ١٠٠ according to the tasks assigned to the student such as daily preparation, daily and oral exams or report, (٥ grades, etc. The first semester (٢٠) points) came the exam of the second semester (٢٠ points), the final exam (٥٠ points) Etc | | | | | |

| Learning and Teaching Resources | | |
|---|--|--------------------|
| Prescribed books (methodology if Republic: NoTon: Translated by (any Hanna Khabaz, Dar Al-Heritah, Beirut, Introduction to the Philosophy of ,١٩٦٩ Education: Akonur, D | _ C١, Beit Al-Hikma, Baghdad | Teaching Resources |
| | Key References (Sources) | |
| Auxiliary books _ Internet withThe relationship and matter with the concept (....of philosophy | Mainstream books and references that he recommends (scientific (... journals — Reports | |
| Websites | Electronic references website (with copy link) | |

| Model Description of a decision Economics of Education | |
|--|------------------|
| Course Name: Economics of Education | -٤٨ |
| | |
| :Course Code | -٤٩ |
| | D1037 |
| Academic system: Annual | -٥٠ |
| | Annual |
| Date of preparation of this description ١٧/٢/٢٠٢٥ | -٥١ |
| | |
| Available forms of attendance | -٥٢ |
| | Just my presence |
| Number of study hours(Total) | -٥٣ |
| | hours ٦٠ |
| Name of the course official | -٥٤ |
| الصفحة | |
| Name of the course teacher: M. M. Saad Ta'im Sabr | |

| Course Objectives -٥٥ | | | | | |
|--|--------------------------|-----------------------------------|---|-------|----------|
| <p>:The course aims to achieve the following educational objectives</p> <p>Supply Students With skills Thinking Analysis Empowering them From -١ Solution Problems Psychological And behavioral Skills Development Self From Yes Competition With The others Getting up At the level Scientific For students Warfd Society With -٢ graduates From They have Ability In Treatment Problems Behavioral And psychological Inside Institutions Educational Numbers Angels Educational Scientific From Yes Empowerment From -٣ Treatment Problems Contributions In Service Society From During Involve Students In -٤ Seminars Workshops Work Publish Awareness I have Students In Overcoming On Problems And -٥ return To People with Jurisdiction Contributions In Make Role Distinguished I have The guide Psychological -٦ Inside The institution Educational</p> | | | | | |
| :Learning and teaching strategies -٥٦ | | | | | |
| Dialogue, discussion, asking ideas and question, cooperative education Brainstorming – Discussion – Questions | | | | | Strategy |
| :Structure of the course -٥٧ | | | | | |
| Evaluation method | Learning methods | Name of the unit or subject | Required learning outcomes | Hours | The week |
| Oral and written test | Questions and discussion | Definition of Education Economics | Historical Look For economics .Education | ٢ | ١ |
| Oral and written test | Questions and discussion | Education and economic growth | The relationship of education economics with other sciences | ٢ | ٢ |
| Oral and written test | Questions and discussion | Education costs | Factors of increased interest in the economics of education | ٢ | ٣ |

| | | | | | |
|-----------------------|--------------------------|------------------------------------|---|---|----|
| Oral and written test | Questions and discussion | Education Funding | Economics of Education: Concept and Fields of Research | ٢ | ٤ |
| Oral and written test | Questions and discussion | Education Revenues | Some basic concepts in the field of education economics: investment | ٢ | ٥ |
| Oral and written test | Questions and discussion | Human capital theory | RAHuman money | ٢ | ٦ |
| Oral and written test | Questions and discussion | Understandable and types | National income | ٢ | ٧ |
| Oral and written test | Questions and discussion | Its characteristics | Productivity | ٢ | ٨ |
| Oral and written test | Questions and discussion | Factors affecting economic growth | Education and economic growth | ٢ | ٩ |
| Oral and written test | Questions and discussion | Its attributes and characteristics | Education and Manpower | ٢ | ١٠ |
| Oral and written test | Questions and discussion | Types of returns | Return on investment in education | ٢ | ١١ |
| Oral and written test | Questions and discussion | The importance of education | Education and training Head Human money | ٢ | ١٢ |
| Oral and written test | Questions and discussion | Methods of calculating return | Economic return | ٢ | ١٣ |
| Oral and written test | Questions and discussion | Cash or moral | The nature of the economic return of | ٢ | ١٤ |

| | | | | | |
|-----------------------|--------------------------|--|---|---|----|
| | | | education Types of economic return For education individual social) material and (moral | | |
| Oral and written test | Questions and discussion | Investment in education | Methods of measuring economic return in education | ٢ | ١٥ |
| Oral and written test | Questions and discussion | Education and training Head Money | Cost of education | ٢ | ١٦ |
| Oral and written test | Questions and discussion | The economic return is its nature | The concept of cost in education | ٢ | ١٧ |
| Oral and written test | Questions and discussion | Types of economic return For education | Direct cost | ٢ | ١٨ |
| Oral and written test | Questions and discussion | Methods of measuring economic return | | | |
| Oral and written test | Questions and discussion | Cost of education Finance | Current cost | ٢ | ١٩ |
| Oral and written test | Questions and discussion | The concept of cost in Education | Fixed cost | ٢ | ٢٠ |
| Oral and written test | Questions and discussion | Lost and alternative | The cost of economic opportunities | ٢ | ٢١ |
| Oral and written test | Questions and discussion | Direct | Cost methods in education | ٢ | ٢٢ |
| Oral and written test | Questions and discussion | In terms of the nature of the system | The reality of the efficiency of the educational system in the | ٢ | ٢٣ |

| | | | | | |
|-----------------------|--------------------------|----------------------------------|---|---|----|
| | | | Arab countries | | |
| Oral and written test | Questions and discussion | In terms of efficiency and order | The role of education in economic development | ٢ | ٢٤ |
| Oral and written test | Questions and discussion | Investment and Consumer | The reality of educationClassy | ٢ | ٢٥ |
| Oral and written test | Questions and discussion | Long-range | A future vision of education in theClassy | ٢ | ٢٦ |
| Oral and written test | Questions and discussion | Methods of measuring adequacy | Productive efficiency | ٢ | ٢٧ |
| Oral and written test | Questions and discussion | Internal and external | Types of productive efficiency | ٢ | ٢٨ |
| Oral and written test | Questions and discussion | For society and institutions | The importance of productive efficiency in Iraq | ٢ | ٢٩ |

Course Evaluation -٥٨

The testEditorial / Homework and classroom and e-curriculum activities

Learning and Teaching Resources -٥٩

| | | |
|--|---|--------------------|
| | Prescribed books (methodology if (any | Teaching Resources |
| Abdeen, Mahmoud Abbas, ١٩٨٧ Economics of Education Al-Nuri, Abdul Ghani, trends in the ,١٩٨٨ economics of education | Key References (Sources) | |
| Education Economics / ,Talif Hamid Ammar Economics of Education / Balsam Samurai | Mainstream books and references that he recommends (scientific (...journals - reports | |
| Relevant sites related to the concept of Economics of Education Like the website | Electronic references website (with copy link) | |

| | | |
|--------------------------|--|--|
| Economics of Education . | | |
|--------------------------|--|--|

| Description of a decisionThe fourth stage Administration and educational supervision | |
|--|--|
| Administration and educational supervision | Course Name .٤٥ |
| D1038 | Course Name/Code .٤٦ |
| Attendance and absence | Available attendance .٤٧ formats |
| Annual | Semester / Year .٤٨ |
| ٩٠ | Number of study .٤٩ hours(Total) |
| ٢٠٢٤/١/١٧ | Date of preparation of .٥٠ this description |
| Course Objectives .٥١ | |
| Identifying the concepts of the basics of educational management | |
| Knowledge of the optimal administrative method in dealings in the fields of education | |
| Understanding the methods of educational training and the importance of each method in the success of the educational process | |

| |
|---|
| Introducing the student with the concept of Administration Class |
| Knowing the differences between the doubtNo The class And to manage Educational, individual and collective and the means used to deal with them, according to their type and nature |
| To feel Importantly Supervision Educational and the role he plays in the educational .process |
| |
| |
| |

| The structure of the course. ١٨ | | | | | |
|---------------------------------|-------------------------|-------------------------------|--------------------------------------|-----------|-----------------|
| Evaluation method | Method of education | Name of the unit / or subject | Required learning outcomes | Hou rs | The wee k |
| Questions and discussion | Lecture and explanation | Educational Administration | Introduction to management | ٢ | ١ |
| Questions and discussion | Lecture and explanation | Educational Administration | Management Areas | ٢ | ٢ |
| Questions and discussion | Lecture and explanation | Educational Administration | The administration is science or art | ٢ | ٣ |
| Questions and discussion | Lecture and explanation | Educational Administration | Educational Administration | ٢ | ٤ |
| Questions and discussion | Lecture and explanation | Educational Administration | Management theories | ٢ | ٥ |
| Questions and discussion | Lecture and explanation | Educational Administration | Planning | ٢ | ٦ |
| Questions and discussion | Lecture and explanation | Educational Administration | Organization | ٢ | ٧ |
| Questions and discussion | Lecture and explanation | Educational Administration | Leadership and guidance | | ٨ |

| | | | | | |
|--------------------------|-------------------------|----------------------------|---|---|----|
| Questions and discussion | Lecture and explanation | Educational Administration | Educational Leadership | | ٩ |
| Questions and discussion | Lecture and explanation | Educational Administration | The essential elements necessary for educational leadership | | ١٠ |
| Questions and discussion | Lecture and explanation | Educational Administration | The necessary skills for educational leadership | | ١١ |
| Questions and discussion | Lecture and explanation | Educational Administration | Educational leadership methods | | ١٢ |
| Questions and discussion | Lecture and explanation | Educational Administration | Educational supervision | | ١٣ |
| Questions and discussion | Lecture and explanation | Educational Administration | School Administration | | ١٤ |
| Questions and discussion | Lecture and explanation | Educational Administration | Class Management | | ١٥ |
| First semester exam | | | | | ١٦ |
| | | | Students' prepared for practical application | ٢ | ١٧ |
| | | | Practical application seven weeks | | |
| Questions and discussion | Lecture and explanation | Educational Administration | Educational Training | | ٢٥ |
| Questions and discussion | Lecture and explanation | Educational Administration | Objectives of educational training | | ٢٦ |
| Questions and discussion | Lecture and explanation | Educational Administration | Justifications for educational training | | ٢٧ |
| Questions and discussion | Lecture and explanation | Educational Administration | The basics of educational training | | ٢٨ |
| Questions and discussion | Lecture and explanation | Educational Administration | Educational training methods | | ٢٩ |
| Questions and discussion | Lecture and explanation | Educational Administration | The need for educational training | | ٣٠ |

| Infrastructure .١٩ | |
|---|--|
| <p>Class Management: Basics of Psychology, -١ Katami, Youssef, Katami, Nayef, ٥١١٥, EditionThe first Dar Al-Fikr for Printing, Publishing and Distribution, Oman</p> <p>Educational and school basics And for the .٢ supervision of Educational, Al-Duwaik, Tayseer, and others, (Dr. T, Dar Al-Fikr for Publishing and Distribution, Amman</p> <p>Administration and supervision Educational ٣ between theory and practice "Nashwan, Yacoub Hussein (٥١١٤) Dar Al-Furqan for Publishing and Distribution, Amman, Jordan</p> <p>Mbadi Administration School, Al-Amaira, .٤ Mohamed Hassan, ٧٩٩٩, Dar Al-Masirah for . Publishing and Distribution, Amman</p> | Required prescribed books ١ |
| Educational Administration and Educational Supervision | Main references (sources) ٢ |
| Educational Administration Karim Nasser and Educational Administration Hana Al-Qaisi (scientific journals, reports and recent studies) | Recommended books and references (Scientific journals, (....,reports |
| Dar Al-Hikma sites and educational sites interested in this | B Electronic references, websites |

Course Description FormThe fourth stage
Special Education Course

:Course Name

| | | | | | |
|--|------------------|-----------------------------|----------------------------|-------|----------|
| Special Education | | | | | |
| :Course Code | | | | | |
| D1039 | | | | | |
| :Academic system | | | | | |
| Annual | | | | | |
| Date of preparation of this description | | | | | |
| ٢٠٢٥/٢/٢٠ | | | | | |
| Available forms of attendance | | | | | |
| Just my presence | | | | | |
| Number of study hours | | | | | |
| ٦٠ | | | | | |
| Name of the course official | | | | | |
| :Name of the course teacher: Dr. Imad Salem Dasher Al-Email Emadsalim794@gmail.com | | | | | |
| Course Objectives | | | | | |
| <p>:The course aims to achieve the following educational objectives</p> <p>١- Teaching Students and introducing them to the concept of people with special needs</p> <p>٢- The student got to know Problems and light Behavioral and psychological methods resulting from some disabilities</p> <p>٣- Raising students' awareness and introducing them to the types of disabilities and how to diagnose them</p> <p>٤- Study How to prevent some causes leading to some disabilities</p> <p>٥- Giving students a general idea of special programs for people with disabilities</p> | | | | | |
| :Learning and teaching strategies | | | | | |
| Brainstorming — Discussion — The questions of the questions | | | | | Strategy |
| :Structure of the course | | | | | |
| Evaluation method | Learning methods | Name of the unit or subject | Required learning outcomes | Hours | The week |

| | | | | | |
|--------------------------|------------------------|--|---|---|---|
| Questions and discussion | Lecture and discussion | Introduction to Special Education – Definition Objectives – A Brief – History | Introducing the student to the concept of special education and its objectives | ٢ | ١ |
| Questions and discussion | Lecture and discussion | The difference between a normal child and a disabled child | Student's definition Distinction between the normal and the disabled individual | ٢ | ٢ |
| Questions and discussion | Lecture and discussion | Mental disability – Introduction – Definition of mental disability | Introducing the student to mental disability | ٢ | ٣ |
| Questions and discussion | Lecture and discussion | The reasons for the Mental disability – classification of mental disability – characteristics of the mentally disabled | Definition of the application as the causes of mental disability | ٢ | ٤ |
| Questions and discussion | Lecture and discussion | Visual impairment – its definition – its causes | Introducing the student to the concept and causes of visual impairment | ٢ | ٥ |
| Questions and discussion | Lecture and discussion | Types of visual impairment – diagnosis | Introducing the student to the types of visual disability | ٢ | ٦ |
| Questions and discussion | Lecture and discussion | Hearing impairment – its concept – its causes | Introducing the student to the concept and causes of | ٢ | ٧ |

| | | | | | |
|--------------------------|------------------------|--|--|---|----|
| | | | hearing impairment | | |
| Questions and discussion | Lecture and discussion | Departments of hearing impairment | Introducing the student to the hearing impairment sections | ٢ | ٨ |
| Questions and discussion | Lecture and discussion | Diagnosis of hearing impairment – prevention methods | Introducing the student how to diagnose hearing impairment | ٢ | ٩ |
| Questions and discussion | Lecture and discussion | Speech Disorders – Definition – Causes | Introducing the student to the concept and causes of speech disorders | ٢ | ١٠ |
| Questions and discussion | Lecture and discussion | Types of speech – disorders Treatment of speech disorders | Introducing the student to the types and treatment of speech disorders | ٢ | ١١ |
| Questions and discussion | Lecture and discussion | Motor disability – its definition – classification | Introducing the student to the concept of motor disability and its classifications | ٢ | ١٢ |
| Questions and discussion | Lecture and discussion | Causes of motor disability – Prevention of disability | Introducing the student to the causes of motor disability and their prevention | ٢ | ١٣ |
| Questions and discussion | Lecture and discussion | Types of educational programs for the motorly disabled | Introducing the student to educational programs for the motorly disabled | ٢ | ١٤ |

| | | | | | |
|--|------------------------|---|---|---|----|
| Questions and discussion | Lecture and discussion | Autism – The concept of autism – the causes of autism | Introducing the student to the concept of autism and its causes | ٢ | ١٥ |
| Questions and discussion | Lecture and discussion | Symptoms of the – autistic child Diagnosis and treatment | Introducing the student to the symptoms of autism, its diagnosis and methods of treatment | ٢ | ١٦ |
| Evaluation of the course .١١ | | | | | |
| Theoretical, practical, daily, quarterly and final exams -١ Writing research and reports on the vocabulary of the curriculum ٢ .Active participation in the classroom ٣ | | | | | |
| Learning and teaching resources .١٢ | | | | | |
| | | | Books Scheduled Required | | |
| Directory of Students and Workers in Special Education (Mohammed Amer Al-Dhamshi, ٢٠٠٧) Introduction to Special Education (Jamal Al-Khatib — Mona Al-Hadidi, ٢٠٠٩) | | | Key References (Sources) | | |
| Special education for people with mental, visual, auditory and motor disabilities (Saeed (Hosni Al-Azza , ٢٠٠٠ SikTheology of the extraordinary child (Abd al- (Salam Abdel Ghaffar | | | Recommended books and references (scientific (.....journals, reports | | |
| Relevant sites for people with special needs | | | Electronic References, Websites | | |

Practical education Description of a decision

| |
|--|
| -١ Course Name : |
| Practical education |
| -٢ Course Code : |
| D1040 |
| -٣ Academic system : |
| Annual |
| -٤ Date of preparation of this description : |
| ٢٠٢٥ - ٢٠٢٠ |
| -٥ Available forms of attendance : |
| Just my presence |
| -٦ Number of study hours : |
| ٩٠ hours |
| -٧ Name of the course official : |
| Name of the course teacher: . Dr. Sanabel snake Al-Hadawi: AmyFor |
| -٨ Course Objectives : |
| <p>The course aims to achieve the following educational objectives</p> <p>-١ Providing the student teacher with the cognitive and skill skills of teaching</p> <p>-٢ Giving the learner the opportunity to practice teaching realistically through micro-teaching</p> <p>-٣ Providing the learner with professional and skill experiences by providing him with the opportunity to practice the process of Teaching realistically and thus acquiring all educational experiences.</p> <p>-٤ Providing the learner with the ability to face and solve classroom problems that he may be exposed to during the teaching process</p> <p>-٥ The practical education course aims to provide the applied student with educational and spill experience in To teach by linking the theoretical aspect acquired during the preparation period for the previous study stages with the practical reality during the practical training period within schools</p> |

| :Learning and teaching strategies -٩ | | | | | |
|---|------------------|--|--|-----------|----------|
| Mini-Teaching - Discussion— Brainstorming — Group discussions — Self-learning | | | | | Strategy |
| :Structure of the course -١٠ | | | | | |
| Evaluation method | Learning methods | Name of the unit or subject | Required learning outcomes | Hours | The week |
| Micro-teaching | Discussion | Roles of the teacher and the applied student | Qualities of an effective teacher | ٢ | ١ |
| Micro-teaching | Discussion | | | ٢ | ٢ |
| Micro-teaching | Discussion | | Teacher's roles and tasks within the classroom | ٢ | ٣ |
| Micro-teaching | Discussion | | Watching inside the school | ٢ | ٤ |
| Micro-teaching | Discussion | | | ٢ | ٥ |
| Micro-teaching | Discussion | | Tasks and duties of the applied student | ٢ | ٦ |
| Micro-teaching | Discussion | | | ٢ | ٧ |
| Micro-teaching | Discussion | Successful classroom management | Specifications of effective learning strategy | ٢ | ٨ |
| Micro-teaching | Discussion | | | ٢ | ٩ |
| Micro-teaching | Discussion | | Watching inside the school | ٢ | ١٠ |
| Micro-teaching | Discussion | | | ٢ | ١١ |
| Micro- | Discussio | | | Classroom | ٢ |

| | | | | | |
|----------------|------------|--|--|---|----|
| teaching | n | | problem solving methods | | |
| Micro-teaching | Discussion | | Watching inside the school | ٢ | ١٣ |
| Micro-teaching | Discussion | | | ٢ | ١٤ |
| Micro-teaching | Discussion | | Classroom questions | ٢ | ١٥ |
| Micro-teaching | Discussion | | | ٢ | ١٦ |
| Micro-teaching | Discussion | | Exams and drafting exam questions | ٢ | ١٧ |
| Micro-teaching | Discussion | | | ٢ | ١٨ |
| | | | | | |
| | | | Period of practical training within schools | ٢ | ١٩ |
| | | | | ٢ | ٢٠ |
| | | | | ٢ | ٢١ |
| | | | | ٢ | ٢٢ |
| | | | | ٢ | ٢٣ |
| | | | | ٢ | ٢٤ |
| | | | | ٢ | ٢٥ |
| Discussion | Discussion | | Receive and discuss application period reports | ٢ | ٢٦ |
| | | | Receive and discuss application period reports | ٢ | ٢٧ |
| | | | Receive and discuss application period reports | ٢ | ٢٨ |
| | | | Receive and discuss application | ٢ | ٢٩ |

| | | | | | |
|---|--|--|----------------|--------------------|--|
| | | | period reports | | |
| Course Evaluation - ١١ | | | | | |
| | | | | | |
| Learning and Teaching Resources - ١٢ | | | | | |
| | Prescribed books (methodology if any) | | | Teaching Resources | |
| Reference in Field Practical Education Dr. Adnan Abdel Khafaji | Key References (Sources) | | | | |
| Practical education - ٢ and its applications Mohsen Ali Attia and Abd Al-Rahman Al-Hashimi A Practical education - ٣ basics Zaid Al-Huwaidi and others | Mainstream books and references that he recommends (scientific (... journals — Reports | | | | |
| Teacher's website, modern educational library website, education development methods | Electronic references website (with copy link) | | | | |