

Ministry of Higher Education and Scientific Research

Supervision and Scientific Evaluation Authority

Department of Quality Assurance and Academic Accreditation

Accreditation Division



**Academic Program Description
and Course Syllabus
Department of Educational and Psychological
Sciences
for the Academic Year
2024-2025**

Academic Program Description Form

University Name: Al-Mustansiriyah University

College/college of Education

Scientific Department: Department of Educational and Psychological Sciences

Name of Academic or Professional Program: Educational and Psychological Sciences

Name of Final Degree: Bachelor of Educational and Psychological Sciences

Study System: Semester

Description Preparation Date: 2023-2024

File Filling Date: 20 /10/2023



Signature

Name of the Head of Department: Prof

Dr. Bushra Kazim Salman

Date



signature

Name of Scientific Assistant:

Prof. Dr. Alaa Hussein Shenishil

Date

File checked by

Quality Assurance and University Performance Division

Name of Director of Quality Assurance and University Performance Division:

Date

Signature




13-10-2024
Approval of the Dean

Assistant: Prof.Dr. Tariq Hashim Aboud

identification The program academic

Department of Psychological and Educational Sciences in the year 1996–1997 and was limited Founded On , morning studies And in Late nineties studies were opened Evening And the upper one followed it In it. And seeks Department to Excellence in And rise Psychological and educational studies By searching Scientific Academic in Fields and Psychological Sciences Educational With its many branches And that from Okay Researchers numbers In order to prepare researchers and readers to have a positive impact on society and create an aware generation to deal with the various pressures of life, as well as to prepare qualified .cadres to teach at universities through graduates of postgraduate studies in master's and doctoral degrees He seeks Department to Relationship documentation between the university and the environment Local from during Participation in Seminars Scientific And training workshops and holding Meetings For Educational students and specialists To educate community members Iraqi from during presentation Scientific consultations in . Educational and psychological fields

1. Program vision

The vision of the Department of Educational and Psychological Sciences is to prepare teachers and researchers who possess the competence that qualifies them to carry out their scientific tasks, striving to build a human being and The matter does not stop at this point, but rather to contribute .present him to life in the most complete image .effectively to society through the department's outputs that (aspire) to prepare its children in a sound manner

2. Program message

The mission of our department is to prepare graduate students capable of performing their professional roles in the field of education, community service, and scientific research, to advance the educational process and to be an effective contributor to guiding members of society towards a more advanced life. This cannot be achieved by . identifying strengths and supporting them, and weaknesses and correcting them

3. Program objectives

- 1– Developing their professional growth in accordance with the values and needs of society and academic accreditation standards, and striving for student growth. Our mission is in line with the values and needs of .society and the required standards of academic accreditation
- 2– .Developing students' capabilities through skill, scientific, cultural and awareness programmes
- 3– Encouraging rehabilitation programs that contribute to the formation of a generation capable of effectively .influencing society
- 4– .incentivize (The Authority) to conduct more (distinctive) scientific research

- 5- Working to find ways and means to apply the results of educational and psychological research in the . practical field, which allows for the improvement of educational and teaching practices
- Providing consultations and studies that contribute to the development and modernization of education through -6 .an effective partnership with the Ministry of Education, which includes all components of the educational system
- Activating the mechanism of cooperation with various ministries, whether the Ministry of Education, the Ministry -7 of Labor, Social Affairs, Justice, or others, in order to achieve a common vision for the program's services and .outcomes
- .Developing scientific trends among students and encouraging them to excel in their field of specialization -8
- .Graduates gain the scientific experience that qualifies them to perform their educational and professional duties-9

4. Program accreditation

Accreditation Program Colleges The group Educational in phase Achievement in accordance with the set .objectives and program accreditation

5. Other external influences
Labor market, scientific and field visits, (for the future) or to cooperate with the Ministry of Education and the .Ministry of Labor and Scientific Affairs

6. Program structure				
* comments	percentage	Study unit	Number of courses	Program structure
Basic course	%11	11	5	Institutional requirements
	%17	17	8	College requirements
	%72	73	28	Department requirements
			nothing	Summer training
				Other

.Notes may include whether the course is core or optional *

Academic program requirements for courses .7			
percentage	Number of credit hours	Type of courses	T
15 %	14	University requirements	1
14 %	13	College requirements	2
71 %	67	Specialized program requirements	3
		Elective Program Requirements	4
		Other	5
		Program description	6

8 Program description				
Credit hours		Course name	Course code	Year /Level
practical	theoretical			2025-2024 First stage
1	2	General Psychology	50909101	1
1	2	of education Foundations	50909109	2
	2	Arabic	50909103	3
	2	English language	50909104	4
1	2	computer	50909105	5
	2	Environmental education	65090910	6
1	2	individual differences Psychology of	50909108	7
1	2	Educational Sociology	50909107	8
	2	Democracy and human rights	50909106	9

8 Program description				
Credit hours		Course name	Course code	Year /Level
practical	theoretical			2025–2024 The second stage
	2	crimes party Resurrection	50909100	1
1	2	Calculators	50909208	2
	2	English language	50909207	3
	2	Continuing Education	50909205	4
1	2	Educational Psychology	50909202	5
	2	Educational planning	50909210	6
1	2	Descriptive statistics	50909204	7
1	2	developmental psychology	50909206	8
	2	social psychology	50909203	9
	2	Arabic	50909209	10
1	2	Curriculum and textbook	50909201	11

8 Program description				
Credit hours		Course name	Course code	Year /Level
practical	theoretical			2025–2024 Stage 3
	2	Psychological counseling	50909301	1
1	2	Personality Psychology	50909302	2
1	2	physiological psychology	50909303	3
1	2	experimental psychology	50909304	4
1	2	Educational techniques	50909305	5
1	2	inferential statistics	50909306	6
1	2	General teaching methods	50909307	7
1	2	Scientific research methodology	50909308	8
	2	cognitive psychology	50909309	9
	2	Comparative education	50909310	10

Credit hours		Course name	Course code	Year /Level
practical	theoretical			2025–2024 Stage Four
1	2	mental health	50909401	1
1	2	Measurement and Evaluation	50909402	2
	2	Teaching thinking	50909403	3
	2	behavior modification	50909404	4
1	2	Philosophy of Education	50909405	5
	2	Economics	50909406	6
1	2	Educational administration	50909407	7
	2	Special education	50909408	8
3	1	Practical education	50909409	9

7. Expected learning outcomes of the program	
knowledge	
Learning outcomes	Learning outcomes
That students master the use of modern technology in the field of - .knowledge .Instilling the spirit of creativity and cognitive achievement - To be able to distinguish based on the correct principles acquired - .by society	1- Keeping pace with scientific developments in the .field of educational and psychological sciences 2- Learn about modern methods in the field of .scientific research 3- Identifying scientific findings in the field of psychological .studies
Skills	
Learning outcomes	Learning outcomes
1- .To be able to develop oneself 2- .To invest his cognitive energies in achieving his goals 3- .To seek to set realistic and achievable goals 4- To benefit from the experiences he has gained	.To employ the knowledge he has acquired in the cognitive aspect -1 .To invest his cognitive energies in achieving his goals -2 .To strive to set realistic goals that can be achieved -3 .To be able to use appropriate assessment methods -4 .Employing modern scientific programs in the field of specialization -5
values	
.Instilling a spirit of cooperation among students * .Forming positive attitudes towards life situations • .Create a spirit of commitment to professional responsibility •	.Share ideas with students • Commitment to professional ethics in educational and • .psychological practices

8. Teaching and learning strategies

.Teaching and learning strategy. * Problem solving strategy. * Discussion strategy *

.Project-based learning strategy. * Cooperative learning strategy. * Brainstorming strategy *

.Discovery learning strategy *

Evaluation methods –9

Direct not Direct

Ratio sharing The student in learning Active ●

number watches that spend it The student in education ●

And participation The class

Surveys Opinions The student Expected Their graduation ●

Appreciation Self Members body academy ●

Interviews character with The student Expected Their graduation ●

Estimates The student when Graduation ●

Direct not Direct

Preliminary tests

monthly tests

final exams

formative tests

Oral tests

Reporting

Conformity tests

Preparing research

Application

Licensing and Certification Exams

Technology-enhanced tests

Faculty –10						
angel	Subspecialty	General specialization	Academic title	Certificate	the name	T
Evening	cognitive psychology	Educational Psychology	.Mr	PhD	Dr. Bushra Kazim Salman	1
morning	Personality Psychology	Educational Psychology	.Mr	PhD	Dr. Haider Karim Sakr	2
morning	cognitive psychology	Educational Psychology	.Mr	PhD	Dr. Lamia Yassin Zghair	3
morning	Educational Psychology	Educational Psychology	.Mr	PhD	Dr. Magda Halil Shagdel	4
morning	Personality Psychology	General Psychology	.Mr	PhD	Dr. Suhaila Abdul–Ridha Askar	5
M.S.A.I	Educational Psychology	Educational Psychology	.Mr	PhD	Dr. Rahim Abdullah Jabr	6
M.S.A.I	cognitive psychology	Educational Psychology	.Mr	PhD	Dr. Wahida Hussein Ali	7
M.S.A.I	Measurement and evaluation	Educational Psychology	.Mr	PhD	Dr. Sahar Hashem Mohammed	8

M.S.A.I	Educational administration	Educational Psychology	.Mr	PhD	Dr. Montaha Abdel Zahra Mohsen	9
M.S.A.I	Measurement and evaluation	Educational Psychology	.Mr	PhD	Dr. Amal Ismail Hussein	10
morning	Measurement and evaluation	Educational Psychology	.Mr	PhD	Dr. Amal Ismail Ayez	11
morning	Clinical Psychology	General Psychology	.Mr	PhD	Dr. Najlaa Nizar Wadaa	12
M.S.A.I	Educational Psychology	Educational Psychology	.Mr	PhD	Dr. Khadija Hussein Salman	13
morning	Educational Psychology	Educational Psychology	.Mr	PhD	Dr. Kazem Mohsen Kwaita	14
morning	cognitive psychology	General Psychology	.Mr	PhD	Dr. Safaa Abdel Rasoul Abdel Amir	15
M.S.A.I	Mental health	Educational Psychology	.Mr	PhD	Dr. Haider Lazem Khneisser	16
morning	Educational administration	Social Sciences	.Mr	PhD	Dr. Samira Hassan Atta	17
morning	Special education	Educational Psychology	assistant professor	PhD	Dr. Rana Abdel Moneim Karim	18

Evening	Educational Psychology	Educational Psychology	assistant professor	PhD	Dr. Alia Jassim Mohammed	19
Evening	cognitive psychology	Educational Psychology	assistant professor	PhD	Dr. Raghad Ibrahim Abbas	20
Evening	General curricula and methods	Educational Psychology	assistant professor	PhD	D. Manal Jawad Kazem	21
Evening	Measurement and evaluation	Educational Psychology	assistant professor	PhD	Dr. Ali Abdel Latif	22
morning	Educational Psychology	Educational Psychology	assistant professor	PhD	D. Jamal Nasser Hussein	23
M.S.A.I	Educational administration	Educational Psychology	assistant professor	PhD	Dr. Israa Hussein Mohammed	25
M.S.A.I	Educational philosophy	Educational Psychology	assistant professor	PhD	Dr. Nisreen Khalil Hussein	26
morning	Educational philosophy	Educational Psychology	assistant professor	PhD	Dr. Hana Zayed Abbas	27
M.S.A.I	Educational administration	Educational Psychology	assistant professor	PhD	Dr. Mazhar Ali Muhammad	28
morning	Measurement and evaluation	Educational Psychology	teacher	PhD	Dr. Athir Aday Salman	29

M.S.A.I	Educational Psychology	Educational Psychology	teacher	PhD	Dr. Zeina Abdul Amir Abdul Hussein	30
Evening	Measurement and evaluation	Educational Psychology	teacher	PhD	Dr. Rasool Jawad Kazim Zuwayr	31
M.S.A.I	Educational Psychology	Educational Psychology	teacher	PhD	Dr. Duaa Eidan Abdullah	32
M.S.A.I	Educational Psychology	Educational Psychology	teacher	PhD	Dr. Rana Hussein Omran	33
M.S.A.I	Educational Psychology	Educational Psychology	teacher	PhD	Dr. Zahraa Abdel Wahid Farewell	34
M.S.A.I	Educational Psychology	Educational Psychology	teacher	PhD	Dr. Nawal Juhi came to me	35
morning	Educational Psychology	Educational Psychology	Assistant Professor	Master's	M.M. Hala Walid Ghanem	36
morning	Educational Psychology	Educational Psychology	Assistant Professor	PhD	Dr. Fayez Hassan Ali Hindi	39

Professional development –11
Providing guidance and comprehensive knowledge about the nature of the work and the goals that the program seeks to achieve
.Create opportunities for knowledge sharing with colleagues in the field of research and development
.Providing guidance for new faculty members
.Providing training courses for colleagues in the field of specialization
Professional development for faculty members
a contract meetings patrol To discuss Challenges And find Solutions Innovative
to encourage Members body teaching on procedure Research Procedural To improve Their practices Teaching and .professional
.to provide Support Commitment To publish results Research in magazines Scientific The court or Sober
to provide Platforms To learn electronic Allows Members body teaching Opportunities development Self
to implement Programs directing Members The new ones from before Professors People with Experience
.Holding training courses to exchange experiences (improvement) and provide the best in the field of specialization
.Conducting periodic evaluations of faculty members in order to raise the level of the educational process
The most important sources of information about the program -12
Books Methodology • Lectures Electronic •

Workshops Work • Seminars •

Conferences • Locations the sciences Psychological on Web •

Guide University Academic • Description The program Academic •

Planner Curriculum Academic • Reports Academic accreditation •

Surveys Opinions Students and graduates • Data Evaluation and academic performance •

Reports Members body Teaching • Studies market the job •

13– Acceptance criteria

.Enrollment is through central admission according to specific conditions for morning studies

.The acceptance rate is determined by the college according to the structure

There is an age condition that does not exceed (24) years in the case of joining from the Ministry of

.Education. Teachers older than that may be allowed

.Evening studies: admission is through direct application, the rate is determined by the college

.There is no age requirement–

Program Development Plan –14

: Development Professional Members body Teaching 1.

development skills Members body teaching in Use Technology Modern •

innovation Alternatives New in learning •

. supply Members body teaching With experience And knowledge and information To raise Their level intellectual And cultural •

: Update Curricula and the decisions Academic 2.

. review And update Courses Academic In a way periodic To keep up Developments in area the sciences Educational and psychological •

: Enhancement quality education 3.

. application Methods Evaluation Direct And other Direct To ensure quality education •

. Use Nutrition The return from The student and graduates To improve The program •

: Development Search Scientific 4.

. to encourage procedure Research Scientific Sober in Fields the sciences Educational And psychological •

: Enhancement Partnership Community 5.

. activation Partnership with Institutions community same The connection •

. . Meet needs market the job from during development Skills The crisis For graduates •

: Improvement structure Infrastructure 6

to provide Technologies Modern The crisis For education And research Scientific •

: Enhancement cooperation International 7.

striving To get on Accreditation Programmatic from Bodies International recognized With it •

: Development system Acceptance 8.

review And improve Standards Acceptance In coordination with ministry education High And research Scientific •

Program Skills Chart – 15															
Required learning outcomes of the program															
values				Skills				knowledge				Essential or optional	Course name	Course code	Year / Level
Part 4	Part 3	Part 2	Part 1	B 4	B 3	B 2	B 1	A4	A3	A2	A1				
										√		essential	General Psychology	50909101	First stage
	√						√				√	essential	Foundations of education	50909109	
									√			essential	Arabic	50909103	
		√										essential	English language	50909104	
								√				essential	computer	50909105	
					√							essential	Environmental education	65090910	
					√							essential	Psychology of individual differences	50909108	
								√				essential	Educational Sociology	50909107	

									√			essential	Democracy and human rights	50909106	
					√							essential	crimes party Resurrection	50909100	The second stage
					√							essential	English language	50909207	
												essential	Continuing Education	50909205	
		√										essential	Educational Psychology	50909202	
							√					essential	Educational planning	50909210	
					√						√	essential	Descriptive statistics	50909204	
		√						√				essential	Calculators	50909208	
									√			essential	developmental psychology	50909206	
									√			essential	social psychology	50909203	
							√					essential	Arabic	50909209	

						√						essential	Curriculum and textbook	<u>50909201</u>	
	√											essential	Psychological counseling	5090301	Stage 3
					√							essential	Personality Psychology	50909302	
				√								essential	physiological psychology	50909303	
									√			essential	experimental psychology	50909304	
						√						essential	Educational techniques	50909305	
									√			essential	inferential statistics	50909306	
					√							essential	General teaching methods	50909307	
									√			essential	Scientific research methodology	50909308	
		√										essential	cognitive psychology	50909309	
					√							essential	Comparative education	50909310	
								√				essential	mental health	50909401	

						√						essential	Measurement and Evaluation	50909402	Stage Four
			√									essential	Teaching thinking	50909403	
						√						essential	behavior modification	50909404	
									√			essential	Philosophy of Education	50909405	
								√				essential	Economics	50909406	
	√											essential	Educational administration	50909407	
							√					essential	Special education	50909408	
			√									essential	Practical education	50909409	
		√										essential	Graduation research project	50909410	

. Please tick the boxes corresponding to the individual learning outcomes of the programme being assessed

Decisions

The first stage

General Psychology

1.	Course Name: General Psychology		
2.	:Course code50909101		
3.	Semester/Year: Annual 2024-2025		
4.	:Date of preparation of this description11/10/2024		
5.	Available attendance forms: Monthly		
6.	Number of study hours (total) / Number of units (total): 8 hours per month / 16 units (monthly)		
7.	Course Supervisor Name (if more than one name is mentioned)		
	Name: Prof. Dr. Rahim Abdullah Jabr Al-Zubaidi		
	:Emaildr.rahim@ uomustansiriyah.edu.iq		
8.	Course objectives		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 75%; padding: 5px;"> General psychology is based on knowing and studying human behavior, developing scientific explanations for it, and .developing a predictive map .What will become of human behavior. And control and domination of behavior ? Cognitive objectives: are that: The student understands What is psychology , how to enhance it, and how is it studied Skill objectives: The student will be able to explain psychological phenomena and the most important factors that affect .mental health . Among the skill objectives: the skill of using the most important means of promoting healthy behavior .Cognitive skills: Recognizing normal and abnormal behavior , the difference between them, and how to diagnose them . Cognitive skills: identifying mental abilities among individuals .Cognitive skills: Identifying the most important means of collecting information about behavior </td> <td style="width: 25%; padding: 5px; text-align: center; vertical-align: top;"> Course objectives Academic </td> </tr> </table>	General psychology is based on knowing and studying human behavior, developing scientific explanations for it, and .developing a predictive map .What will become of human behavior. And control and domination of behavior ? Cognitive objectives: are that: The student understands What is psychology , how to enhance it, and how is it studied Skill objectives: The student will be able to explain psychological phenomena and the most important factors that affect .mental health . Among the skill objectives: the skill of using the most important means of promoting healthy behavior .Cognitive skills: Recognizing normal and abnormal behavior , the difference between them, and how to diagnose them . Cognitive skills: identifying mental abilities among individuals .Cognitive skills: Identifying the most important means of collecting information about behavior	Course objectives Academic
General psychology is based on knowing and studying human behavior, developing scientific explanations for it, and .developing a predictive map .What will become of human behavior. And control and domination of behavior ? Cognitive objectives: are that: The student understands What is psychology , how to enhance it, and how is it studied Skill objectives: The student will be able to explain psychological phenomena and the most important factors that affect .mental health . Among the skill objectives: the skill of using the most important means of promoting healthy behavior .Cognitive skills: Recognizing normal and abnormal behavior , the difference between them, and how to diagnose them . Cognitive skills: identifying mental abilities among individuals .Cognitive skills: Identifying the most important means of collecting information about behavior	Course objectives Academic		

9. Teaching and learning strategies					
.Using modern teaching strategies (cognitive and metacognitive strategies) -1 .Using modern educational models in teaching -2 Assigning the student some activities and homework, including practical reports, and presenting them to his -3 .colleagues. The lecture .Allocating a percentage of the grade to extracurricular activities -4 Managing the practical lecture in a way that makes the student feel the importance of time management					Strategy
10. Course structure					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Written tests 1 Oral tests .2 Daily tests .3 Reports and .4 notes	Lecture .1 delivery method Video .2 lectures .3 Documentary films Discussion .4 sessions	Course vocabulary According to the schedule (practical + theoretical) A historical overview of the .beginnings of psychology Stages of development of genera	The student graduates with knowledge of psychology and .is able to distinguish between reason and emotion The unconscious, normal and abnormal behavior, and .knowledge of individual differences Between individuals 1. To familiarize students with the subject of global .psychology 2. Students will learn the meaning of behavior and .the influencing factors 3. To enable students to identify mental processes and .influencing factors 4. To familiarize students with the theories that .explain learning 5. Preparing students scientifically, professionally and culturally through knowledge	3	the first
		.psychology .Psychology among the Greeks Psychology in the Arab-Islamic heritage .Modern psychology		3	the second
		Goals of psychology		3	the third
		Fields of theoretical psychology		3	Fourth
		Fields of applied psychology		3	Fifth

		Research methods in psychology	Theoretical, educational and psychological concepts and understanding of the basic principles that qualify them to be teachers and educational guides in schools Affiliated with the Ministry of Education 6. Enabling students to apply scientific methods in processing Problems and situations within the school	3	Sixth
		Completing research methods in psychology		3	Seventh
		Factors affecting psychology		3	
		The first exam is monthly		3	The eighth
		Supplement to the factors affecting psychology		2	Ninth
		Motives		3	tenth
		Completing the motives		3	eleventh
		Second exam for the first semester		3	twelfth
		Emotions		3	thirteenth
		Psychological trends		3	fourteenth
		Attention		3	fifteenth
		sensory perception		3	sixteenth
		Factors affecting sensory perception		3	seventeenth
		Third exam, second semester		3	eighteenth
		mental processes		3	nineteenth
		Theories of memory and forgetting		3	Twenty
		Completing the theories of memory and forgetting		3	twenty-one

		Learning and its theories		3	the second And twenty
		Completing learning theories		3	the third And twenty
		Personality and factors affecting personality		3	twenty-fourth
		Intelligence and mental abilities		3	twenty-fifth
		Mental health		3	twenty-sixth
		mental disorders		3	twenty - seven
		Fourth exam for the second semester		3	The eighth And twenty
		Psychosomatic disorders		3	Ninth And twenty
		Adolescence Factors affecting adolescence		3	thirty
Final exam					
11. Course Evaluation					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, .reports, etc Second semester exam 20 points, annual effort 40 points First semester exam 20 marks Activities and tests: daily and monthly exams, daily preparation, final exam, 60 points					
12. Learning and teaching resources					
nothing			Required textbooks (methodology if any)		
Al-Fakharani, Khaled Ibrahim (2014) General Psychology. Al-Sayed, Abdel-Halim Mahmoud (1990) .General Psychology				Main References (Sources)	

Al-Aissawi, Abdul Rahman (2000) General Psychology Homs, Antoine (2019) General Psychology some lectures prepared by the subject teacher ‘Al-Shamsi, Abdul-Amir Abboud (2011) General Psychology teacher	
Nothing	Recommended mainstream books and references (scientific journals, reports...)
nothing	Electronic references, websites

Foundations of education

1- Course Name: Foundations of Education
:Course code -290190905
Semester/Year: Annual -32024-2025
:of this description preparation Date of -411/10/2024
Available attendance forms: monthly -5
Number of study hours (total) / Number of units (total): 8 hours per month / 16 units (monthly) -6
Name of the course supervisor (if more than one name is mentioned) -7

Name: Asst. Prof. Dr. Mazhar Ali Mohammed :Emailmudherali81@uomustansiriyah.edu.iq Name: M.M. Zainab Mohammed Saber :Emailzainabalsaidnoor@uomustansiriyah.edu.iq					
Course objectives -8					
.Introducing the student to the concept of the foundations of education -1 .The student explains the functions of the principles of education -2 .The student explains the historical origins of education -3 .Introducing the student to the modern concept of education -4 .The student explains education in primitive societies -7 .The student knows the concepts of self-learning and programmed education -8 .The student explains Chinese education -9 .Student evaluation of the media of Islamic and Western educational thought -10 .The student lists the types of educational philosophy -11 Discussing the pragmatic philosophy with the student -12				Course objectives	
Teaching and learning strategies -9					
Discussion and dialogue -1 Feedback -2 Brainstorming -3 Interactive education -4				Strategy	
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Written tests .1 Oral tests .2 Daily tests .3 Reports .4	Lecture .1 delivery method	Course syllabus according to the schedule (practical + theoretical)	: Cognitive objectives -1 After completing the course, the 1 student will have information about the principles of education and	2	the first
		of of the foundations The concept .education		2	the second

	Video .2 lectures .3 Documenta ry films .4 Discussion sessions	Functions of Education: The Philosophical, Social and Economic Foundations of Education	teaching (concept, functions , flags , .(characteristics , types	2	the third
		Educational goals	Students learn to rely on themselves -2 in all areas of life and strive to develop .their skills and abilities	2	Fourth
		The modern concept of education		2	Fifth
		Historical origins of education		2	Sixth
		Education in primitive societies	Helps students learn from -3 developed societies and the aspects .that he sees developing his knowledge	2	Seventh
		Education in some ancient civilizatio Mesopotamian civilization		2	The eighth
		First monthly exam	Specific skill objectives -2 : According to the decision	2	Ninth
		Education in the Nile Valley	Teaching students to pay attention, -1 focus, and understand everything required in order to acquire a .sufficient level of skills	2	tenth
		Chinese education		2	eleventh
		Greek education		2	twelfth
		The education system in Sparta	Help students use methods, -2 activities and technological means to .present the topic	2	thirteenth
		The educational system in Athens		2	fourteenth
		Education in the Middle Ages	Use technological means such as -3 data show. Present the topic on .PowerPoint	2	fifteenth
		Education before Islam		2	sixteenth
		History of Educational Thought			
		Education in Ancient Civilizations	: Emotional and value-based goals -3	2	seventeenth
		Second monthly exam	1- Teaching students to cooperate, interact with	2	eighteenth
		professional ethics ‘ Islamic education			
		Education in Islam			
		Work Ethics in Islam			

		Review of the most important ethics of the profession	each other, and give group assignments Develop students' ability to organize -2 group activities In order to broadcast interaction between them		
		Learning among Muslim scholars		2	nineteenth
		Educational Thought Media		2	Twenty
		Ibn Khaldun		2	twenty-one
		Ibn Sina		2	twenty-second
		Al-Ghazali's Philosophical and Psychological Foundation			
		Ethics of the teaching profession			
		The concept of ethics in the teaching profession, the most important			
		Teacher's professional values and ethics			
		Media of Western educational thought		2	twenty-third
		Jean-Jacques Rousseau		2	twenty-fourth
		John Dewey		2	twenty-fifth
		Figures of Greek educational thought		2	twenty-sixth
		Socrates and Plato			
		And Aristotle			
		Third monthly exam		2	twenty-seventh
		Realistic / Philosophy of Education		2	twenty-eighth
		Philosophy			
		pragmatism		2	twenty -ninth
		Fourth monthly exam		2	thirty

Final exam	
Course Evaluation -11	
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc Second semester exam 20 points, annual effort 40 points First semester exam 20 marks Activities and tests: daily and monthly exams, daily preparation, final exam, 60 points	
Learning and teaching resources -12	
nothing	Required textbooks (methodology if any)
nothing	Main References (Sources)
Philosophies Education traditional Modern and contemporary To the doctor Mohammed Mahmoud Al-Khawaldeh 2013 Principles Education To the doctor Wael slave The Most Gracious The Hill 2007 Principles Education and education To the doctor goodness Religion Ahmed 2020	Recommended mainstream books and references (scientific (...journals, reports
nothing	Electronic references, websites

Arabic

Course name –1	
Arabic Language/ First Stage	
Course code –2: 50909103	
Semester/Year: Annual -32024-2025	
Date of preparation of this description: 10/11/2024 -4	
Available attendance forms: Monthly -5	
Number of study hours (total) / Number of units (total): 8 hours / 38 units (monthly) -6	
Name of the course supervisor (if more than one name is mentioned) -7	
Dr. Mona Ibrahim Obaid Email _1: mounaibraheem@uomustansiriyah.edu.iq	
Course objectives -8	
.Preparing a good teacher who speaks fluent Arabic _1 Familiarity with the basics of the Arabic language, grammar and spelling _2 Accustoming students to correct pronunciation _3 Developing the student's literary taste _4	Course objectives
Teaching and learning strategies –9	
.Cooperative learning strategy , by dividing students into groups to prepare a research project in the Arabic language _1 Problem-solving strategy _2	Strategy

The problem-solving strategy relies on a study plan developed by the teacher. Its importance lies in developing scientific thinking, in addition to its reliance on dialogue and discussion, which enriches students' linguistic knowledge and ability to . express themselves Vocabulary learning strategy _3 Learning vocabulary is one of the most important things to focus on when learning Arabic. The goal is to increase :vocabulary and discover new meanings. The vocabulary learning strategy helps with the following .Analysis of parts of speech (noun, verb, particle) _ .Analyze the word into: root, additions _ .Guessing the meaning from the textual context _ .Knowing how to use the linguistic dictionary in its various types _ .Study the meaning, practice it, and put it into declarative sentences _					
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Written tests .1	road Giving . lectures video _ episode _ Discussion	Alphabetical sequence -1	The student learns the sequence _1	2	the first
Oral tests .2		And the alphabet of letter	Alphabetical and alphabetical letters	2	the second
Daily tests .3		Arabic	Arabic and its phonetic arrangement	2	the third
Reports .4		Sequence	.Skill goals gain. _2	2	Fourth
		audio	Student Researcher Skills	2	Fifth
		Arabic letters	Scientific and work on transfer Presentation of linguistic	2	Sixth
		Movement and extension	and literary information	2	Seventh
		And nunation and empha	‘Through (research and reports)	2	The eighth
		Letters _3	The student is introduced to the beauty and elegance of t	2	Ninth
		Solar	.Arabic language	2	tenth
		Lunar letters	The artistic beauty of poetry and prose, whether past or	2	atheistic
		Speech and its types _4	‘ present	2	ten
		Monthly Exam _5	In addition to using smart electronic means to develop th	2	the second
	the first	.student's skills	2	ten	

		Name signs -6	.In teaching methods		the third
		The inflected and the uninflected	Emotional development goals .3	2	ten
		Dual parsing _9	Student's ability to bear		Fourth
		And the appendix	Responsibility during the period	2	ten
		Dual parsing _10	‘Study and work		fifteenth
		And the appendix	And encourage the student to be proud	2	Sixth
		Masculine plural _11	In his Arabic language and then achieve		ten
		Peace and the truth	Belonging to the homeland and fighting	2	Seventh
		Masculine plural _12	Corruption		ten
		Peace and the truth		2	The eighth
		Monthly Exam _13			ten
		the second		2	Ninth
		Grammar _14			ten
		Sound feminine plural		2	Twenty
		Grammar _15			twenty-one
		Sound feminine plural		2	twenty-second
		Grammar _16			the third
		Sound feminine plural		2	And twenty
		Grammar _17		2	Fourth
		Non-inflected			And twenty
		Grammar _18		2	Fifth
		Non-inflected			And twenty
		Applications on _19		2	Sixth
		Topics			And twenty
		studied		2	twenty-seven
		Discussion essay _20			twenty-eight
		Parsing _21		2	twenty-ninth
		The Five Names			thirty
		Parsing of verbs _22		2	

		The five Monthly Exam _23 the third Surah Yusuf _24 Surah Sosuf _25 Nazik Al-Malaika _26 Ibrahim Touqan _27 Prose text _28 Monthly Exam _29 Fourth Research discussion _30		2	
Course Evaluation -11					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, .reports, etc Second semester exam 20 points, annual effort 40 points First semester exam 20 marks Activities and tests: daily and monthly exams, daily preparation, final exam, 60 points					
Learning and teaching resources -12					
Arabic for non-specialists Abdul Qader Hassan			Required textbooks (methodology if any)		
Applied Grammar, Dr. Hadi Nahar _ Clear spelling by Abdul Majeed Al-Naimi and Weam Al-Kayyal _ Clear Exchange Abdul Jabbar Aloun _ Diwani of Nazik Al-Malaika and Ibrahim Touqan The Book of One Thousand and One Nights _			Main References (Sources)		
Journals of Arabic Language and Literature			Recommended mainstream books and references (journals Scientific, reports...)		
nothing			Electronic references, websites		

English language

Course name : English language -1	
Course code -2: 50909104	
Semester / Year : Annual -32024-2025	
Date of preparation of this description : 10/11/2024 -4	
Available attendance forms : Weekly -5	
:Number of study hours (total): (30 hours) Number of units (total) -6) 2 (	
Name of the course supervisor (if more than one name is mentioned) -7	
Name : M.M. Mawj Khalil Ibrahim Email : mawjkhilil.92@uomustansiriyah.edu.iq	
Course objectives -8	
.(General objective) Teaching general and specialized English with guidance and psychology sometimes -1	Course objectives

2 (Specific objective) To familiarize students with the terms and words commonly used in the specialty, as well as to teach them Rules of use and give them the opportunity to practice the English language and apply what they have learn . in the theoretical aspect					
Teaching and learning strategies -9					
.Using modern teaching strategies (cognitive and metacognitive strategies) -1 . Using modern educational models in teaching -2 Assigning the student some activities and homework, including practical reports, and presenting them to his -3 . classmates in the lecture . Allocating a percentage of the grade to extracurricular activities -4 .Managing the practical lecture in a way that makes the student feel the importance of time management -5				Strategy	
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Written tests - Oral exams - . Daily tests - Hearing tests -	Learning -) method cognitive objectives and (skill objectives Method of - delivery Lectures Writing, - blackboard	Unit one: Hello	: <u>Cognitive objectives</u> / First 1- Knowledge and understanding 2 Education - 3 Memorization - 4 Comprehension - 5 Analysis - Second : <u>Skill objectives</u> Reading skills -1 Writing skills -2 Listening skills -3 Comprehension skill -4	1	the first
		present simple tense		1	the second
		Numbers and price		1	the third
		Unit two: your world		1	Fourth
		Present continues tense		1	Fifth
		Unit three: All about you		1	Sixth
		- First month exam		1	Seventh

	discussion, speaking and language practice	Unit three: the way I live	Third : <u>Emotional goals</u> Have the student share his opinions on - various topics Participation in terms of support, sympathy, and acceptance of ideas or rejection and disapproval of many of the concepts presented in the scientific materi which generates a spirit of participation a the ability to . Putting forward opinions and ideas	1	The eighth
		Past simple tense		1	Ninth
		Unit four: family and friends		1	tenth
		Unit four: Family and friends		1	eleventh
		Unit Five: The Way I Live		1	twelfth
		Unit Five: The Way I Live		1	thirteenth The
		Unit six: Every day		1	fourteenth
		Second month exam		1	fifteenth
		Unit seven: My favourites		1	sixteenth
		Unit seven: My favourites		1	seventeenth
		Present continues		1	eighteenth
		Unit eight: where I live		1	nineteenth
		Unit eight: where I live		1	Twenty
		Unit nine: times past		1	twenty-one
		Past simple Negative and question		1	twenty-second

		- Third month exam		1	twenty-three
		Unit ten: We had a great time		1	twenty-four
		Unit ten: We had a great time		1	twenty-five
		Unit eleven: I can do that		1	twenty-sixth
		Unit eleven: I can do that		1	twenty-seventh
		Unit twelve: please and thank y		1	twenty-eighth
		Unit twelve: please and thank you			
		- solve exercises		1	twenty-ninth
		Fourth month exam		1	thirty
Final exam					
13. Course Evaluation					
- The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and .written exams, reports , etc					
Second semester exam 20 points, annual effort 40 points First semester exam 20 marks					
- Activities and tests: daily and monthly exams, daily preparation, final exam, 60 points					
14. Learning and teaching resources					
Headway pulse beginner			Required textbooks (methodology if any)		
			Main references (sources)		
			Recommended mainstream books and references (scientific (... journals, reports		
nothing			Electronic references, websites		

Calculators

Computers :Course name -1	
:Course code -250909105	
Semester/Year: Annual -32024-2025	
Date of preparation of this description: 10/11/2024 -4	
Weekly :Available attendance forms -5	
Number of study hours (total) / Number of units (total): 6 hours per week / 180 hours per year -6	
Name of the course supervisor (if more than one name is mentioned) -7	
Name: Ms. Hind Jumaa Sarteeb :Email hind_2018@uomustansiriyah.edu.iq	
Course objectives -8	
❖ objectives Cognitive :After completing this course, the student should be able to • Enabling students to acquire and understand the foundations, theories and knowledge of .computers • Enabling students to acquire and understand the basics, concepts and knowledge of computer .components and software • Enabling students to learn about the stages of computer development • Enabling students to protect their computers from hacking ❖ emotional goals •.The student should practice correct follow-up inside the hall	Course objectives

•Self-reports ❖ Skill goals 1. Enabling students to acquire skills in using modern teaching methods in teaching and learning . computers 2. Enabling students to acquire planning skills for teaching at all levels 3. Enabling students to employ computer laws in other sciences 4. Enabling students to acquire the skills to present and discuss computer and software . information					
Teaching and learning strategies -9					
: First: Teaching and learning methods for cognitive and skill objectives .The inductive method -1 .Using PowerPoint lectures -2 .The method of dialogue and discussion -3 .Using screens and smart boards to display scientific material -4 .Laboratory education to acquire scientific skills -5 :Second: Teaching and learning methods for affective objectives .Cooperative learning strategy -1 .The method of group discussion -2 Explanation and clarification -3 Using external sources and means of illustration such as film material -4 .Giving lectures that encourage moral values -5				Strategy	
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Written tests .1 Oral tests .2 Daily tests .3 Reports and .4 notes	Lecture .1 delivery method Lectures .2	Computer Basics	A– Cognitive objectives	3	the first
		Computer life cycle phases	A6– Enabling students to acquire and understand information and knowledge	3	the second
		Evolution of computer generations		3	the third
		Data and information	Theoretical concepts of computer basics	3	Fourth

	Activities .3 Enhancing thinking skills .4 Discussion sessions	Areas of computer use	A10– Introducing students to the most important	3	Fifth
		Types of computers	.references and sources in computer science	3	Sixth
		Computer classification	B – Skill objectives	3	Seventh
		Computer features	B12– Enabling students to acquire skills in using	3	The eighth
		The first exam is monthly	media	3	Ninth
		Computer components	.Modern educational for teaching computer science	3	tenth
		Hardware parts of the computer	B14– Enabling students to acquire skills in using	3	eleventh
		Input and output devices	technologies	3	twelfth
		System unit	.And e–learning platforms	3	thirteenth
		Software entity and physical entity		3	fourteenth
		Computer numbers systems		3	fifteenth
		Second exam	C– Emotional and value–based goals	3	sixteenth
		Computer Security and Software Licensing	A1– Enhancing students’ sense of the importance of	3	seventeenth
		Ethics of the electronic world	.studying computer science	3	eighteenth
		Forms of abuse in the digital world	C– Affective and value goals Affective goals	3	nineteenth
		Computer security	A1– Enhancing students’ sense of the importance of	3	Twenty
		electronic hacking	.studying computer science	3	twenty-one
		computer viruses		3	twenty-second
		Third exam		3	twenty-third
		Operating System Operating System Functions		3	twenty-fourth

		Operating system objectives		3	twenty-fifth
		Operating System Classification		3	twenty-sixth
		Examples of some operating systems Windows 7		3	twenty-seventh
		Windows operating system installation requirements		3	twenty-eighth
		Desktop Components Folder and files		3	twenty-ninth
		Fourth exam		3	thirty
Final exam					
Course Evaluation -11					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written .exams, reports , etc					
Second semester exam 20 points, annual effort 40 points First semester exam 20 marks					
Activities and tests: daily and monthly exams, daily preparation, final exam, 60 points					
Learning and teaching resources -12					
Computer basics and office applications			Required textbooks (methodology if any)		
Yusr Al–Mustafa Science Series “Computer and Internet –1”Basics			Main References (Sources)		
			Recommended mainstream books and references (scientific journals, reports...)		
websites			Electronic references, websites		

Environmental education

Course name: Environmental Education -1	
:Course code -280190905	
Semester/Year: Annual 2024-2025 -3	
Date of preparation of this description : 10/11/2024 -4	
Available attendance forms: monthly -5	
Number of study hours (total) / Number of units (total): 6 hours per month / 12 units (monthly) Morning and evening study -6	
Name of the course supervisor (if more than one name is mentioned) -7	
Name: A.M. Mazhar Ali Muhammad Sultan :Emailmudherali81@ uomustansiriyah.edu.iq	
Course objectives -8	
That first-year students in the Department of Educational and Psychological Sciences acquire the skills necessary .to learn the subject of Environmental Education .The historical development of environmental education -2 Developing students' ability to understand the characteristics of the environment, pollution, types of pollutants, -3 .their causes and treatments within the real environment Providing students with knowledge and ideas to identify the most important sources of environmental protection. .Including information available from the Ministry of Health and Environment About environmental pollution. About books and references regarding the subject .Enabling students to discuss and explain the importance of the environment in their educational life -5	Course objectives

Teaching and learning strategies -9					
.Using modern teaching strategies (cognitive and metacognitive strategies) -1 .Using modern educational models in teaching -2 Assigning the student some activities and homework, including practical reports, and presenting them to his -3 .classmates in the lecture .Allocating a percentage of the grade to extracurricular activities -4 .Managing the practical lecture in a way that makes the student feel the importance of time management -5					Strategy
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Written tests .1 Oral tests .2 Daily tests .3 Reports and .4 seminars	Lecture .1 delivery method Video .2 lectures .3 Documentar y films .4 Discussion sessions	Course vocabulary According to the schedule (practical + (theoretical	Cognitive objectives: are that: The student understands what environmental education i	2	the first
		The concept of environmental educati	And for students to distinguish between	2	the second
		The concept of environmental educati	Primary and secondary environmental pollutants and how to find treatments	2	the third
		Philosophical foundations of environmental education	..Pots as temporary solutions to the problem	2	Fourth
		ecology	Skill objectives: enabling students to acquire skills	2	Fifth
		The evolution of the relationship and interaction between humans and the environment	The basics of environmental education, its objectives and branches	2	Sixth
		The impact of environmental pollution on humans	And develop and improve them to perform their work easily and successfully to confront	2	Seventh
		The first exam is monthly	Highly efficient school life situations :Among the skill objectives	2	The eighth

		The role of environmental awareness modifying human environmental behavior	Skill in using the most important means of .promoting mental health Cognitive skills: Identifying the most important means of collecting .Information in mental health Affective goals: Developing the student's ability to Take responsibility as a member to promote .environmental awareness	2	Ninth
		Dimensions of environmental awareness		2	tenth
		The role of environmental awareness and sustainable solving problems development Environmental sustainability green investment clean technology		2	eleventh
		Environmental education in school curricula sustainable growth social equality Cultural Sustainability Environmental motivation for students Environmental Governance social justice		2	twelfth
		Environmental education and educational systems		2	thirteenth
		The integrated approach to environmental education with school subjects		2	fourteenth
		Global models for incorporating environmental education into school curricula		2	fifteenth
		Second exam		2	sixteenth
		Characteristics and advantages of the integration approach		2	seventeenth

		Components of the ecosystem		2	eighteenth
		The concept of environmental pollution		2	nineteenth
		The role of education in environmental awareness		2	Twenty
		The role of the state in protecting the environment		2	twenty-one
		Third exam		2	twenty-second
		Legal and international tools		2	twenty-third
		The role of the family in environmental awareness		2	twenty-fourth
		Resources needed for school environmental activities			twenty-fifth
		The role of the individual in preserving the environment		2	twenty-sixth
		Maintaining the integrity of ecosystem		2	twenty-seventh
		Environmental pollution control and sanitary waste disposal		2	twenty-eighth
		The role of community institutions in environmental conservation		2	twenty-ninth
		Fourth exam		2	thirty
Final exam					
Course Evaluation -11					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written .exams, reports, etc Second semester exam 20 points, annual effort 40 points First semester exam 20 marks Activities and tests: daily and monthly exams, daily preparation, final exam, 60 points					

Learning and teaching resources -12	
Environmental Education Book	Required textbooks (methodology if any)
Al-Jubouri, Mazhar Ali (2022). Environmental Education, 1st ed., Alwar .Office, Iraq	Main References (Sources)
nothing	Recommended mainstream books and references (scientific journals, (...reports
nothing	Electronic references, websites

Psychology of individual differences

Individual Differences Psychology of : Course name -1	
:Course code -250909102	
Semester/Year: Annual 2024-2025 -3	
Date of preparation of this description : 10/11/2024 -4	
Available attendance forms: monthly -5	
Number of study hours (total) / Number of units (total): 16 hours per month / 16 units (monthly) -6	
Name of the course supervisor (if more than one name is mentioned) -7	
Name: Asst. Dr. Zeina Abdul Amir Abdul Hassan :EmailZenaaljabery@ uomustansiriyah.edu.iq	
Course objectives -8	
- Cognitive objectives	Course objectives

- After completing the course, the student will have knowledge and information about the psychology of individual differences - What are individual differences - The importance of individual differences - Fields and methods of individual differences psychology - General characteristics of individual differences - The effect of heredity and environment on individual differences - Individual differences in intelligence and methods of measuring it Course skill objectives • Enabling students to acquire basic skills related to the psychology of individual differences, its objectives, and ways to benefit from its practical dimensions to perform their work easily and successfully and to face school life situations with high efficiency					
Teaching and learning strategies -9					
1. Using modern strategies in teaching (cognitive and metacognitive strategies) 2. Using modern educational models in teaching 3. Assigning the student some activities and homework, including practical reports, and presenting them to his classmates in the lecture 4. Allocate a percentage of the grade to extracurricular activities Managing the practical lecture in a way that makes the student feel the importance of time management				Strategy	
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week

Written tests .1 Oral tests .2 Daily tests .3 Reports and .4 seminars	Lecture .1 delivery method Video .2 lectures .3 Documentary films Discussion .4 sessions	Course syllabus according to table Time (practical + theoretical)	Cognitive objectives: are that: The student . understands what individual differences are .and how it is studied ‘ Skill objectives: The student will be able to explain	2	the first
		Meaning of individual differences	factors . Affect individual differences	2	the second
		Manifestations of individual differences	- After completing the course, the student will have knowledge and information about the	2	the third
		Factors that cause differences between individuals	.psychology of individual differences	2	Fourth
		Difference theories	- What are individual differences	2	Fifth
		Completing individual difference theories	- .The importance of individual differences	2	Sixth
		Methods of Psychology of Differences	- Fields and methods of individual .differences psychology	2	Seventh
		The first exam is monthly	- General characteristics of individual .differences	2	
		The importance of individual differences	- The effect of heredity and environment .on individual differences	2	The eighth
		Fields of individual differences	Individual differences in intelligence and methods measuring it	2	tenth
		Individual differences approaches	Affective objectives: Developing the student's ability to bear responsibility as a member to enhance .awareness of individual differences	2	eleventh
		Study and measurement of methods of psychology of differences		2	twelfth
		Data collection methods		2	thirteenth
		Search tools		2	fifteenth
		Second exam			

		Search tools		2	sixteenth
		Search tools		2	seventeenth
		General characteristics of individual differences		2	eighteenth
		Factors causing individual differences		2	nineteenth
		Third exam		2	Twenty
		Differences in intelligence		2	twenty-one
		The social concept of intelligence		2	twenty-second
		Intelligence as the ability to learn		2	twenty-third
		Intelligence as adaptability		2	twenty-fourth
		Intelligence as the ability to think		2	twenty-fifth
		The effect of heredity and environment on intelligence		2	twenty-sixth
		The relationship between genetic and environmental influences on intelligence		2	twenty-seventh
		The impact of some environmental factors on individual differences - studies		2	twenty-eighth
		Completing the impact of some environmental factors on individual differences - Studies		2	twenty-ninth

		Fourth exam		2	thirty
Final exam					
Course Evaluation -11					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, .reports, etc Second semester exam 20 points, annual effort 40 points First semester exam 20 marks Activities and tests: daily and monthly exams, daily preparation, final exam, 60 points					
Learning and teaching resources -12					
nothing			Required textbooks (methodology if any)		
Psychology of Individual Differences (Differential Psychology), Emirata Asaad Sharif, 2014, Amman - Jordan			Main References (Sources)		
Individual Differences in Intelligence, Al-Khadri Suleiman Al-Sheikh, Amman - Jordan ,2008 Individual differences in cognitive mental processes, Youssef Suleiman Abdel Wahid, 2011			Recommended mainstream books and references (scientific journals, (...reports		
nothing			Electronic references, websites		

Educational Sociology

1. Course Name: Educational Sociology	
2. :Course code50909107	
3. Semester/Year: Annual 2024-2025	
4. Date of preparation of this description: 10/11/2024	
5. Available attendance forms: Monthly	
6. Number of study hours (total) / Number of units (total): 48 hours per month / 4 units (monthly)	
7. Course Supervisor Name (if more than one name is mentioned)	
Name: Dr. Duaa Eidan Abdullah Ne'ma :Emaildr.duea_eidan@uomustansiriyah.edu.iq	
8. Course objectives	
.The cognitive objectives of educational sociology: getting to know it and its objectives -1 Skill objectives: The student acquires the skills of a scientific researcher and works on transferring and presenting -2 .information related to educational sociology (research and reports) .In addition to using smart electronic means to develop students' skills in teaching methods Emotional objectives: Developing the student's ability to bear responsibility towards his country and people during -3 the study and work period, encouraging the student to . Engage in groups and self-confidence	Course objectives
9. Teaching and learning strategies	

.Using modern teaching strategies (cognitive and metacognitive strategies) -1 .Using modern educational models in teaching -2 Assigning the student some activities and homework, including practical reports, and presenting them to his -3 .classmates in the lecture .Allocating a percentage of the grade to extracurricular activities -4 .Managing the practical lecture in a way that makes the student feel the importance of time management -5					Strategy
10. Course structure					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	hours	week
Written tests .1 Oral tests .2 Daily tests .3 Reports .4	Lecture .1 delivery method Video .2 lectures .3 Documentary films Discussion .4 sessions	Course vocabulary according to Timetable (practical + theoretical)	Cognitive objectives: are that: The student . understands what educational sociology is ?How is it studied	2	the first
		The concept of educational sociology ?What is it	Skill objectives: The student will be able to explain . educational phenomena . The most important factors that affect the student Among the skill objectives: the skill of using . scientific research skills	2	the second
		Objectives of educational sociology	Affective goals: Developing the student's ability to endure	2	the third
		Its history	Responsible for helping and assisting students with .their community	2	Fourth
		Its development in Arab countries		2	Fifth
		socialization		2	Sixth
		Its characteristics		2	Seventh
		The first exam is monthly		2	The eighth
		Its goals		2	Ninth
		Its dimensions		2	tenth
		Her theories		2	eleventh

		social control		2	twelfth
		social control theories		2	thirteenth
		social interaction		2	fourteenth
		Second exam		2	fifteenth
		Its uses		2	sixteenth
		Its characteristics		2	seventeenth
		social change		2	eighteenth
		Theories of social change		2	nineteenth
		Contemporary Theories of Social Change		2	Twenty
		Technology and Society		2	twenty-one
		Third exam		2	twenty-second
		Factors affecting social behavior		2	twenty-third
		Social behavior (definition, types		2	twenty-fourth
		The historical and psychological development of educational sociology		2	twenty-fifth
		groups		2	twenty-sixth
		The most important educational problems and causes of school dropout		2	twenty-seventh

		Third monthly exam		2	twenty-eighth
		Low academic level (causes, (treatment		2	twenty-ninth
		Fourth exam		2	thirty
Final exam					
11. Course Evaluation					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, .reports, etc Second semester exam 20 points, annual effort 40 points First semester exam 20 marks Activities and tests: daily and monthly exams, daily preparation, final exam, 60 points					
12. Learning and teaching resources					
Rules of Method in Sociology, Emile Durkheim, Al Nahda, Cairo, 1999			Required textbooks (methodology if any)		
Educational Sociology, Ibrahim Nasser, Al-Tali'ah Publishing House, Amman, 2004			Main References (Sources)		
Principles of Educational Sociology, Abdullah Al-Rashdan, Dar Amman Amman, 1998			Recommended mainstream books and references (scientific journals, (...reports		
nothing			Electronic references, websites		

human rights

Course name: History of Human Rights and Democracy –1	
Course code –2: 50909106	
Semester/ Year : Annual 2024–2025 –3	
Date of preparation of this description: 10/11/2024 –4	
Available attendance forms: Monthly –5	
:Number of study hours (total) / Number of units (total) –64 16 hours Unit per month	
:Name of the course supervisor (if more than one name is mentioned) –7	
A.M. Wafaa Khaled Khalaf wafaa@mustansirigha.ed.iq	
Course objectives –8	
Learning about human rights, human history in ancient civilizations, and human rights in divine religions, as well as defining the concepts of human rights and their characteristics, and learning about non-governmental organizations that support human rights, such as Amnesty International, the International Committee of the Red Cross, and Human Rights Watch, in addition to the United Nations resolutions that stipulate the prevention of genocide crimes, learning about the genocide in Iraq and the violations of the former regime against the people, learning about administrative corruption, its causes, types, and methods of addressing it, and learning about the concept of democracy and its characteristics, and the historical dimension of democracy, citizenship, sovereignty, and freedom	Course objectives
Teaching and learning strategies –9	

.Using modern teaching strategies (cognitive and non-cognitive strategies) –1 .Using modern educational models in teaching –2 Assigning the student some activities and homework, including reports, and presenting them to his classmates –3 .in the lecture Allocating a percentage of the grade for extracurricular activities and managing the practical lecture in a way –4 .that makes the student feel the importance of time management				Strategy	
Course structure –10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Written tests –1 Oral exams –2 Daily tests –3 Reports and –4 seminars	Method of –1 giving lectures Video –2 lectures –3 Documentary films –4 Discussion sessions	Human Rights: A Historical Overview A Historical Overview of Human Rights in Ancient Civilizations and in Islamic Law and the Characteristics of Human Rights	The objectives of knowing human –1 rights in ancient history, European .history, and Islamic law Skill objectives: The student acquires –2 the skills of a scientific researcher and works on transferring and presenting historical information (research and reports). The student becomes familiar with past historical events to demonstrate human rights in civilizations and peoples, in addition to	2	the first

		Human rights in Islam, equality, rights and freedoms, freedom related to material individuals, to moral interests freedom related of individuals	using smart electronic means to develop .the student's skills in teaching methods Emotional objectives: Developing the –3 student's ability to bear responsibility during the study and work period, encouraging the student to be proud of his history and his belonging to the country, fighting corruption, and training the student to work on conveying history .with objective and scientific integrity	2	the second
		Human Rights in the Middle Ages and Modern Times, Legal Sources of Rights in Britain, Legal Sources of Human Rights in the United States, Legal Sources of Human Rights in France, Legal Sources of Human Rights in Russia		2	the third
		Universal Declaration of Human Rights, content of the Universal Declaration of Human Rights, civil and political rights, economic, social and cultural rights		2	Fourth
		Non-governmental organizations and their role in defending human rights, the International Committee		2	Fifth

		of the Red Cross, the United Nations, the Economic and Social Council			
		Regional human rights organizations European Convention on Human Rights, American Convention on Human Rights, Integrity and Corruption		2	Sixth
		The historical dimension of democracy, democracy and its dilemmas in the Third World		2	Seventh
		First month exam		2	The eighth
		Characteristics of the democratic system, advantages of democracy, main components of the democratic system		2	Ninth
		Constitutional democracy, conditions for establishing constitutional democracy,		2	tenth

		principles of the constitution and democracy			
		Guarantees of the democratic system, types of pressure groups		2	eleventh
		The right to opinion and expression		2	twelfth
		Characteristics and types of democracy and public freedoms		2	thirteenth
		The concept of freedom, forms of public freedoms, types of intellectual freedoms		2	fourteenth
		Second month exam		2	fifteenth
		The historical development of democracy and freedoms		2	sixteenth
		Democracy and public freedoms in the modern era		2	seventeenth
		Basic guarantees for the success of public freedoms		2	eighteenth
		Legal guarantees, legal system of public freedoms		2	nineteenth

		Specifications and duties of the Islamic ruler, reading the covenant of Imam Ali, peace be upon him, specifications of the Islamic ruler		2	Twenty
		General culture of the Islamic ruler		2	atheistic And twenty
		Adopting Shura and bringing scholars closer		2	twenty-second
		Duties of the Islamic Ruler Reforms of the Islamic Ruler		2	twenty-third
		Third month exam		2	twenty-fourth
		Social classes and their needs under the Islamic ruler		2	Fifth And twenty
		Achieving security and defense		2	twenty-sixth
		Country Architecture "Economic "Development		2	twenty-seventh
		General principles of state financial policy		2	twenty-eighth

		The foundations of the Islamic economic system are the fair .distribution of wealth		2	twenty–ninth
		Fourth exam		2	thirty

Course Evaluation –11

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

First semester exam 20 points, second semester exam 20 points / annual pursuit score 40 points

Daily and monthly activities, tests, exams, and daily preparation/final exam 60 marks

Learning and teaching resources –12

	Required textbooks (methodology if any)
Lecturer in Human Rights, Dr. Hussein Karim Hamoud / College of Basic Education	Main References (Sources)
Human Rights in Islam Dr. Abdullah Abdul Mohsen Turki	Recommended mainstream books and references (scientific journals, reports...)
nothing	Electronic references, websites

Decisions

second stage

Baath regime crimes in Iraq

1. Course Name: Baath regime crimes in Iraq	
2. Course code :50909100	
3. Semester / Year: 2025-2024	
4. Description Preparation Date: 2024-10-11	
5. Available Attendance Forms: : Weekly attendance	
6. Number of Credit Hours (Total) / Number of Units (Total):4 hours per month / 8 units per month	
7. Course administrator's name :	
Name: Zainab Kadhim Hameed Jawad	
:Email :zainab.k.alzubaidy@uomustansiriyah.edu.iq	
15. Course objectives	
Course objectives	• Introducing the student to the concept of crimes committed by the Baath Party • .Introducing the student to the objectives of studying the subject of Baath Party Crimes • Introducing the student to the types of crimes committed by the Baath Party • Clarifying the psychological and physical effects of the Baath Party's crimes • The student knows the most important cemeteries and the time period in which the crimes of the Baath regime were committed

16. Teaching and learning strategies

Strategy	1-Using modern strategies in teaching(Cognitive and metacognitive strategies). 2- Using modern educational models in teaching . 3- Assigning the student some activities and homework, including practical reports, and presenting them to his classmates in the lecture .
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17. Course structure

week	Hours	Required learning outcomes	Unit or subject name	Learning method	Evaluation method
the first	1	Cognitive objectives: The student will understand information about the Baath crimes subject and will be able to acquire knowledge that will help them analyze the topics. Skill objectives: Enabling students to acquire teaching and scientific research skills in the subject of Baath regime crimes. Cognitive skills: Identify the most important means of gathering information about the crimes of the Ba'ath regime in Iraq Affective objectives: Developing students' desire to read and developing students' ability to foster a spirit of cooperation among students.	Baath crimes according to the Iraqi Supreme Criminal Court Law of 2005 and an explanation of the concept of the crime .	1-Method of giving lectures . 2- Activities to enhance thinking skills . 3- Discussion sessions .	1- Written tests 2- Oral tests 3- Daily tests 4- Reports .
the second	1		Crimes Sections - and Baath regime crimes according to the documentation of the Iraqi Supreme Criminal Court Law of 2005		
the third	1		Types of international crimes		
Fourth	1		Decisions issued by the Supreme Criminal Court		
Fifth	1		Psychological and social crimes, their effects, and most prominent violations of the Baath regime in Iraq.		
Sixth	1		Psychological crimes and their mechanisms		
Seventh	1		Psychological effects of crimes		
The eighth	1		First monthly exam		
Ninth	1		Social crimes (militarization of society)		

tenth	1		The Baath regime's position on religion		
eleventh	1		Violations of Iraqi laws		
twelfth	1		Images of human rights violations and crimes of power.		
thirteenth	1		Some decisions on political and military violations the Baath regime		
fourteenth	1		Baath regime prisons and detention centers		
fifteenth	1		Second monthly exam		
sixteenth	1		Environmental crimes of the Ba'ath regime in Iraq		
seventeenth	1		War pollution, radioactivity and mine explosions		
eighteenth	1		Radioactive contamination		
nineteenth	1		Destruction of cities and villages (scorched earth policy)		
Twenty	1		- the events of 1963 and their relationship to the mass graves		
twenty-one	1		draining the marshes		
twenty-second	1		bulldozing palm groves, trees and crops		
Third and Twenty	1		Third monthly exam		
twenty-fourth	1		Mass grave crimes .		
twenty-fifth	1		The events of the genocide graves committed by the Ba'ath regime in Iraq - the events of 1963 and their relationship to the mass graves.		
twenty-sixth	1		Events spanning 1979-2003 and their relationship mass graves .		

twenty-seventh	1		Chronological classification of genocide graves in Iraq for the period 1963-2003 - genocide graves dating back to the events of 1963		
twenty-eighth	1		Graves of the genocide committed by the former Baath regime during the period 1979-2003.		
twenty-ninth	1		General review of the study material .		
thirty	1		Fourth monthly exam		

Final exam

11. Course Evaluation

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

First semester exam 20 marks Second semester exam 20 marks Annual pursuit degree: 40 degrees

Activities and tests: daily and monthly exams, daily preparation, final exam 60 points

12. Learning and Teaching Resources

Required textbooks (methodology if available)	The curriculum approved by the Ministry of Higher Education (Crimes of the Baath Regime in Iraq) .
Main References (Sources)	.Environmental Crimes of the Baath Regime in Iraq, written by: Dr Abbas Attia Al-Quraishi, and Hussein Aliwi Al-Ziyadi. Mass Graves: A People Under the Soil, written by: Abbas Attia Al-Quraishi
Recommended mainstream books and references (for scientific journals and reports...).	
Electronic references, websites	

Calculators

Computers :Course name -1	
:Course code -250909208	
Semester/Year -3: 2025-2024	
Date of preparation of this description: 10/13/2024 -4	
Weekly :Available attendance forms -5	
Number of study hours (total) / Number of units (total): 6 hours per week / 180 hours per year -6	
Name of the course supervisor (if more than one name is mentioned) -7	
Name: Ms. Hind Jumaa Sarateeb :Email hind_2018@uomustansiriyah.edu.iq	
Course objectives -8	
❖ objectives Cognitive :After completing this course, the student should be able to • .Enabling students to acquire and understand the foundations, theories and knowledge of computers • Enabling students to acquire and understand the basics, concepts and knowledge of computer components and software • Enabling students to learn about the stages of computer development • Enabling students to protect their computers from hacking ❖ emotional goals • .The student should practice correct follow-up inside the hall • Self-reports	Course objectives

❖ Skill goals					
5. Enabling students to acquire skills in using modern teaching methods in teaching and learning . computers					
6. Enabling students to acquire planning skills for teaching at all levels					
7. Enabling students to employ computer laws in other sciences					
8. . Enabling students to acquire the skills to present and discuss computer and software information					
Teaching and learning strategies -9					
: First: Teaching and learning methods for cognitive and skill objectives .The inductive method -1 .Using PowerPoint lectures -2 .The method of dialogue and discussion -3 .Using screens and smart boards to display scientific material -4 .Laboratory education to acquire scientific skills -5 :Second: Teaching and learning methods for affective objectives .Cooperative learning strategy -1 .The method of group discussion -2 Explanation and clarification -3 Using external sources and means of illustration such as film material -4 .Giving lectures that encourage moral values -5				Strategy	
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Written tests .1 Oral tests .2 Daily tests .3 Reports and .4 notes	Lecture .1 delivery method Lectures .2 Activities .3 Enhancing	Computer basics and course phases	A– Cognitive objectives	3	the first
		Computer Life	A6– Enabling students to acquire and	3	the second
		Evolution of computer generations	understand information, knowledge and	3	the third
		Data and information	.concepts	3	Fourth
		Areas of computer use	Theory of Computer Fundamentals	3	Fifth

	thinking skills .4 Discussion sessions	Types of computers	A10– Introducing students to the most	3	Sixth
		Computer classification	important references and sources in	3	Seventh
		Computer features	.computer science	3	
		The first exam is monthly	B – Skill objectives	3	The eighth
		Computer components	B12– Enabling students to acquire skills	3	Ninth
		Hardware parts of the computer	in using modern educational methods to	3	tenth
		Input and output devices	.teach computer science	3	eleventh
		System unit	B14– Enabling students to acquire skills	3	twelfth
		Software entity and physical entity	in using e–learning technologies and	3	thirteenth
		Computer numbers systems	.platforms	3	fourteenth
		Second exam		3	fifteenth
		Computer Security and Software Licensing		3	sixteenth
		Ethics of the electronic world	C– Emotional and value–based goals	3	seventeenth
		Forms of abuse in the digital world	A1– Enhancing students’ sense of the	3	eighteenth
		Computer security	.importance of studying computer science	3	nineteenth
		electronic hacking		3	Twenty
		computer viruses	C– Affective and value Affective goals goals	3	twenty-one
		Third exam	A1– Enhancing students’ sense of the	3	twenty-second
		Operating system	.importance of studying computer science	3	twenty-third
		Operating system functions		3	twenty-fourth

		Operating system objectives		3	twenty-fifth
		Operating System Classification		3	twenty-sixth
		Examples of some operating systems Windows 7		3	twenty-seventh
		Windows operating system installation requirements Desktop components		3	twenty-eighth
		folders and files		3	twenty-ninth
		Fourth exam		3	thirty
Final exam					
Course Evaluation -11					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and .written exams, reports, etc					
First semester exam 20 points, second semester exam 20 points / annual pursuit score 40 points					
Daily and monthly activities, tests, exams, and daily preparation/final exam 60 marks					
Learning and teaching resources -12					
Computer basics and office applications			Required textbooks (methodology if any)		
Yusr Al–Mustafa Science Series “Computer and Internet –1”Basics			Main References (Sources)		
			Recommended mainstream books and references (scientific journals, (...reports		
websites			Electronic references, websites		

English language

1. Course: English Language	
2. Course Code: 11290905	
3. Semester/Year: Yearly 2024-2025	
4. Date of preparation of this description: 10/11/2024	
5. Available attendance formats: monthly	
6. Number of credit hours (total) / number of units (total): 5 hours per week / 20 units per month	
7. Course administrator's name (if more than one name)	
Name: Najat Abdul Muttalib M. Jawad	
<u>al_husain_najat2017@uomunstansiriyah.edu.iq</u>	
8. Course Objectives	
)Course outcomes (	Course Objective
1. The presentation is based on situations that people engaged in their daily work .	

.2 Dialogs and narrations give students ample opportunity to practice the specialized vocabulary and colloquial phrases . .3 A discussion section, related to each narration, elicits spontaneous responses so that students have a chance to use new words and structures . .4 Substitution drills have been designed to provide additional practice in reviewing simple forms and in mastering more complex structures					
9. Teaching and learning strategies					
1. The use of modern strategies in teaching (cognitive and metacognitive strategies). 2. Asking external questions that encourage the student to think and draw conclusions within the subject's vocabulary. 3. The use of modern educational models in teaching. 4. Assigning the student some activities and homework, including practical reports, and presenting them to his colleagues in the lecture. 5. Allocate a percentage of the grade for extra-curricular activities.				Strategy	
10. Course Structure					
Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	Week
Exam	Practice/	Unit 1	Motivation: is a state that occurs in a human being	2	First
Oral test Exam	Assignment	Unit 1	Due to internal or external factors that stimulate a certain		
	Practice/	Unit 2	behavior and direct him towards achieving a specific goal.	2	Second
Oral test Exam	Assignment	Unit 2	*It is defined as: an internal force		
		Unit 3			

Oral test Exam	Practice/ Assignment	Unit 3 Unit 4	arising from a state of tension accompanied by the individual's feeling of deficiency or a certain need.		
Oral test Exam	Practice/ Assignment	Unit 4 Unit 5	Behavior: is all the actions and activities that an individual performs. Behavior is not something fixed, but rather it changes and does not		
Oral test Exam	Practice/ Assignment	Unit 6 Units 1-2-3	They occur in a vacuum, but rather in an environment. It may occur involuntarily, such as breathing or movement, or it may occur voluntarily, in which case it is intentional and conscious.		
Oral test Exam	Practice/ Assignment	Units 4-5-6 Review	This behavior can be learned and is affected by factors in the surrounding environment in which one lives.		
Oral test Exam	Practice/ Assignment	review review	Learning is only for the learner, while education is for		
Oral test Exam	Practice/ Assignment	Unit 7 Unit 7	Specific stages and stops at specific periods. Learning is for the learner only without the presence of a teacher, while education requires the presence of two parties and the education process does not take place except with the presence of the teacher and the learner.		
Oral test Exam	Practice/ Assignment	Unit 8 Unit 8	Learning changes continuously according to circumstances, situations or experiences.		
Oral test exam exam Exam	Practice/ Assignment	Unit 8 Unit9	Gaining basic knowledge in understanding, explaining, predicting and modifying behavior. Developing the skill of using psychological		
Discussion Exam	Practice/ Assignment	Unit 9 Unit 10	Theories and experimental literature in research and clinical practice. Employing the skill of diagnosing, evaluating and treating a variety of psychological disorders. Teaching the skill of preparing, applying and interpreting various psychological scales.change in it.		
Discussion Exam	Practice/ Assignment	Unit 10 Unit 10			

Oral test Exam	Practice/ Assignment	Unit 11	Motivation: is a state that occurs in a human being due to		
Oral test Exam	Assignment	Unit 11	Internal or external factors that stimulate a certain behavior		
Oral test Exam	Practices/ Assignments	Units 7-8-9	and direct him towards achieving a specific goal.		
Oral test Exam		Units 9-10-11	*It is defined as: an internal force arising from a		
Oral test Exam		Review	A state of tension accompanied by the individual's feeling of a		
Oral test Exam			deficiency or a certain need .	2	Third
Oral test Exam	Practice/ Assignment		Behavior: is all the actions and activities that an individual performs. Behavior is not something fixed, but rather it	2	Fourth
Oral test Exam	Practice/ Assignment		changes and does not occur in a vacuum, but rather in an	2	Fifth
Oral test Exam	Practice/ Assignment		environment. It may occur involuntarily, such as breathing	2	Sixth
Oral test Exam	Practice/ Assignment		or movement, or it may	2	Seventh
Oral test Exam	Practice/ Assignment		It occurs voluntarily, in which case it is intentional and conscious. This	2	
Oral test Exam	Practice/ Assignment		behavior can be learned and is affected by factors in the surrounding	2	
Oral test Exam	Practice/ Assignment		environment in which	2	Eighth
Oral test Exam	Practice/ Assignment		one lives	2	Ninth
Oral test exam exam Exam	Practice/ Assignment		Learning is only for the learner, while education is for specific	2	Tenth
Oral test exam exam Exam	Practice/ Assignment		stages and stops at specific periods. Learning is for the learner only	2	
Oral test exam exam Exam	Practice/ Assignment		without the presence of a teacher, while education	2	Eleventh
Oral test exam exam Exam	Practice/ Assignment		Requires the presence of two parties and the education process	2	Twelfth

Discussion	Practice/ Assignment		does not take place except in the presence of the teacher and the learner. Learning changes continuously according to circumstances, situations or experiences . Gaining basic knowledge in understanding, explaining, predicting and modifying behavior. Developing the skill of using psychological theories and experimental literature in research and clinical practice. Employing the skill of diagnosing, evaluating and treating a variety of psychological disorders. Teaching the skill of preparing, applying and interpreting various psychological scales change in it.	2	Thirteenth
	Practice			2	Fourteenth
	Assignment			2	Fifteenth
	Practice/ Assignment			2	Sixteenth
	Practice/ Assignment			2	Seventeenth
	Practice/ Assignment			2	Eighteenth
	Practice/ Assignment			2	Nineteenth
	Practice/ Assignment			2	20th
	Practice/ Assignment			2	Twenty one
	Practice/ Assignment			2	Twenty-second
	Practice/ Assignment			2	Twenty-third
	Practice/ Assignment			2	Twenty-fourth
	Practice/ Assignment			2	Twenty-fifth
	Practice/ Assignment			2	Twenty-sixth
	Practice/ Assignment			2	Twenty-eighth

	Assignment			2	Twenty-ninth
				2	Thirty
Final Exam					
11. Course Evaluation :first test out of 10 + 10 for participating & attendance in the 1 st course					
12. Second test (or exam) out of 10 + 10 for participating & attendance in the 2 nd course .					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports etc					
First Semester Exam 20 Degrees Second Semester Exam 20 Degrees Annual Pursuit 40 Degrees					
Activities & Tests Daily and monthly exams and daily preparation Final exam 60 marks					
13. Learning and Teaching Resources					
Pre-intermediate Book of Headway (for 2 nd clas			Required textbooks		
Intermediate Book of Headway (for 3 rd classes)			Key references (sources)		
			Recommended books and references		
			Electronic References, Websites		

Continuing Education

Course name: Continuing Education -1	
Location code : 50909205 -2	
Semester/Year -3: 2025-2004	
1 :Date of preparation of this description 11/ 10/ 2024	
Available attendance forms: monthly -5	
Number of study hours (total) / Number of units (total): 8 hours per month / 16 units (monthly) -6	
Name of the course supervisor (if more than one name is mentioned) -7	
Name: Asst. Prof. Dr. Manal Jawad Kazim :Email manaljawad@yahoo.com Name: M.M. Zainab Mohammed Saber :Email zainabalsaidnoor@uomustansiriyah.edu.iq	
Course objectives -8	
.Introducing the student to the concept of continuing education -1 .The student lists the types of continuing education--2 .The student compares basic education and continuing education -3 .Student interpretation of the objectives of continuing education -4 .The student identifies Cropley and Dave's characteristics in continuing education -5 .The student discusses continuing education in the Arab-Islamic civilization -6 .The student explains the alternative educational forms in continuing education -7 .The student knows the concepts of self-learning and programmed education -8 .The student explains the education through audio-visual means -9	Course objectives

Student Evaluation of Correspondence Learning Methods - 10 Student interpretation of audio-visual media -11 .Discussing with the student the use of technological means in education -12					
Teaching and learning strategies -9					
1. Cooperative education 2. brainstorming 3. Feedback 4. Interactive education 5. positive interaction					Strategy
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Written tests -1 Oral tests .2 Daily tests .3 Reports .4	Lecture .1 delivery method Video .2 lectures .3 Documentary films Discussion .4 sessions	Course vocabulary according to Timetable (practical + (theoretical	: Cognitive objectives 1 2- After completing the course, the student will have information about continuing education its concept, types , objectives , characteristics) .(institutions , and methods ‘	2	the first
		The concept of continuing .education		2	the second
		Types of continuing education	Students learn to rely on their abilities in the -3 educational process, as well as self-learning through study, understanding, training, practice, and following appropriate steps to achieve goals and reach the desired .objectives	2	the third
		Basic education		2	Fourth
		Lifelong Education		2	Fifth
		Continuing education objectives		2	Sixth
		Characteristics of Continuing Education, (David Cropley	It helps students to learn at any time and place, which -4 .develops their abilities and skills	2	Seventh

		Characteristics of some theorists	Specific skill objectives -2 : According to the decision Teaching students to acquire skills that develop their -1 ability to continue learning and raise their level of .achievement It helps students follow the best methods and steps -2 that raise their educational level, as well as carry out a .set of practical activities Using advanced scientific and technological means. In -3 order to raise their levels and increase their desire for .education by relying on scientific development methods : Emotional and value-based goals -3 3- Ensuring student participation and interaction in continuing education 2- Developing students' ability to participate effectively by using the elements of interaction and excitement in 3- order to continue learning and also to increase 4- their motivation to learn	2	The eighth
		Continuing Education in History		2	Ninth
		First monthly exam		2	tenth
		Continuing Education in Civilization Islamic Arabic		2	eleventh
		Continuing Education in th Age Hadith		2	twelfth
		Continuing Education Institutions Formal Education		2	thirteenth
		Non-formal education		2	fourteenth
		Alternative educational forms in Continuing Education/Self-Learning		2	fifteenth
		Second monthly exam		2	sixteenth
		The importance of self-learning		2	seventeenth
		Programmed Learning Pro and Cons of Programmed Learning		2	eighteenth
		Correspondence education		2	nineteenth
		The concept of correspondence education		2	Twenty

		Reasons for correspondence education		2	twenty-one
		Advantages of correspondence education			
		Principles of correspondence education		2	twenty-second
		Correspondence learning methods		2	twenty-third
		Educational TV		2	twenty-fourth
		audio-visual aids		2	twenty-fifth
		Third monthly exam		2	twenty-sixth
		Evaluative view		2	twenty-seventh
		Education through communication technologies		2	twenty-eighth
		collective			
		Concept and importance		2	twenty-ninth
Fourth monthly exam	2	thirty			
Final exam					
Course Evaluation -11					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, .reports, etc					
Second semester exam 20 points, annual effort 40 points First semester exam 20 marks					
Activities and tests: daily and monthly exams, daily preparation, final exam, 60 points					
Learning and teaching resources 12-					
nothing			Required textbooks (methodology if any)		
nothing			Main References (Sources)		

. Hajji , Ahmed Ismael (2009) , Education comparison , 1st edition , house Renaissance Arabic , Cairo , Egypt Mohammed , beauty slave God (2016) Planning Strategic , 2nd edition , house Moataz For publication and distribution , . Oman , Jordan beauty , Nahla (2019) , the university And education Adults , 1st edition house elite For publication and distribution , . Cairo , Egypt Al-Ghuwairi , fineness Ahmed (2023) Strategies teaching Modern Storm mental, education Distinctive, education Integrated , 1st edition , house Paradise For publication and distribution , Oman , Jordan Al-Qamizi , Hamad (2012) , Techniques education and skills Contact , 1st edition , house Al-Shaqri For publication , . Saudi Arabia	Recommended mainstream books and references (scientific (...journals, reports
nothing	Electronic references, websites

Educational Psychology

Course name: Educational Psychology -1
:Course code -250909202
Semester/Year: Annual 2024-2025 -3
Date of preparation of this description: 10/11/2024 -4
Available attendance forms: monthly -5
Number of study hours (total) / Number of units (total): 8 hours per month / 16 units (monthly) -6

Name of the course supervisor (if more than one name is mentioned) -7					
Name: Asst. Dr. Duaa Eidan Abdullah Ne'ma / Asst. M. Hala Walid Ghanem :Emaildr.duea_eidan@uomustansiriyah.edu.iq					
Course objectives -8					
- Cognitive objectives of educational psychology. Getting to know educational psychology, objectives of educational psychology, a - Skill objectives: The student will acquire the skills of a scientific researcher and work on transferring and presenting information related to educational psychology (research and reports), in addition to using smart electronic .means to develop the student's skills in teaching methods - Emotional objectives: Developing the student's ability to bear responsibility during the study period and working . to encourage the student to help his friends and to have self-confidence					Course objectives
Teaching and learning strategies -9					
.Using modern strategies in teaching (cognitive and metacognitive strategies) .Using modern educational models in teaching - Assigning the student some activities and homework, including practical reports, and .presenting them to his classmates in the lecture .Allocate a percentage of the grade to extracurricular activities Managing the practical lecture in a way that makes the student feel the importance of time management					Strategy
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	hours	week
Written tests .1 Oral tests .2 Daily tests .3 Reports .4	Lecture .1 delivery method	Course vocabulary according to Timetable (practical + theoretical) The concept of educational 'psychology. , attention perception	Cognitive objectives: are that: The student . understands what educational psychology is 'How is it studied Skill objectives: The student will be able to expla . educational phenomena	2	the first
				2	the second

	Video .2 lectures .3 Documentary films Discussion .4 sessions	Remembrance and its types	. The most important factors that affect the student's learning are: Among the skill objectives: the skill of using . scientific research skills Affective goals: Developing the student's ability to .bear responsibility for his/her own life .And help students	2	the third
		Forgetting (its nature, its theories)		2	Fourth
		Thinking (types, development)		2	Fifth
		Motivation (definition, functions, (classification, importance)		2	Sixth
		Transfer of learning (types, importance, educational applications)		2	Seventh
		The first exam is monthly		2	The eighth
		Feedback, its concept, its importance		2	Ninth
		Its types and applications			
		Learning (its goals, characteristics (and conditions)		2	tenth
		Learning theories (Pavlov, Skinner (Thorndike)		2	eleventh
		Learning the concept (its methods (factors affecting it)		2	twelfth
		Individual differences (types, causes, importance, and how to (take them into account)		2	thirteenth
		Motives		2	fourteenth
		Second exam		2	fifteenth
		Memory (types, ways to strengthen (it)		2	sixteenth
		Learning (concept, importance)		2	seventeenth
		Education (concept, forms)		2	eighteenth

		Motivation strategy		2	nineteenth
		sensory perception		2	Twenty
		Research Methods in Educational Psychology		2	twenty-one
		Third exam		2	twenty-second
		Factors affecting behavior		2	twenty-third
		Behavior (definition, types)		2	twenty-fourth
		The historical development of psychology		2	twenty-fifth
		Psychological development of psychology		2	twenty-sixth
		Psychological experiments / the most important educational problems		2	twenty-seventh
		Third monthly exam		2	twenty-eighth
		Reasons for dropping out of school low level Academic (causes, treatment)		2	twenty-ninth
		Fourth exam		2	thirty
		Final exam			
Course Evaluation -11					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, .reports, etc Second semester exam 20 points, annual effort 40 points First semester exam 20 marks Activities and tests: daily and monthly exams, daily preparation, final exam, 60 points					

Learning and teaching resources -12		
nothing		Required textbooks (methodology if an
.Al-Azirjawi, Fadhel Mohsen (1991): Dar Al-Kutub for Printing and Publishing, University of Mosul* .slave Al-Rahman (1983): Fundamentals of Educational Psychology, Erased Religion, Longing and lentils * Ali, Ismail Ibrahim and Al-Mashhadani, Wissam Tawfiq (2014): Learning and Thinking Methods, 1st ed., * .Qandeel House for Printing, Publishing and Distribution, Amman, Jordan Al-Zghoul, Imad Abdul Rahim (2003): Learning Theories, Dar Al-Shorouk for Publishing and Distribution, .Amman, Jordan		Main References (Sources)
Ali, Ismail Ibrahim and Al-Mashhadani, Wissam Tawfiq (2014): Learning and Thinking Methods, 1st ed., * . Qandeel House for Printing, Publishing and Distribution, Amman, Jordan		Recommended mainstream books and references (scientific journals, (...reports
nothing		Electronic references, websites

Educational planning

Course name: Educational Planning -1
Course code : 5090910 -2
Semester/Year: Annual -32024-2025
Date of preparation of this description: 10/11/2024 -4
Available attendance forms: monthly -5
Number of study hours (total) / Number of units (total): 8 hours per month / 16 units (monthly) -6

Name of the course supervisor (if more than one name is mentioned) -7					
Name: M.M. Zainab Mohammed Saber :Emailzainabalsaidnoor@uomustansiriyah.edu.iq					
Course objectives -8					
1- Student definition of the concept of educational planning 2- .Explaining to the student the importance of educational planning- 3- .The student compares educational planning, strategic planning, and the educational plan 4- Determining student priorities within the educational framework in educational planning 5- .The student achieves integration between educational planning and educational administration 6- .Student evaluation of the plan and preparation of the next plan in educational planning - 7- The student's interpretation of scientific and technological progress- 8- .Explain to the student what is meant by the educational planning device-					Course objectives
Teaching and learning strategies -9					
1- Communication, research and exploration- 2- Feedback- 3- Discussion and dialogue- 4- Creative thinking- 5- Brainstorming					Strategy
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Written tests .1 Oral tests .2 Daily tests .3 Reports .4	Lecture .1 delivery method	Course vocabulary according Timetable (practical + (theoretical The concept of educational planning	Cognitive objectives After completing the course, the student will have - :information about Educational planning (concept, justifications, ‘quantitative and qualitative information	2	the first
				2	the second

	Video .2 lectures .3 Documentary films Discussion .4 sessions	The need for educational planning	.His steps, priorities, requirements :Students learn how to make appropriate plans by - .Follow the steps of educational planning .Helps students set future goals and objectives - Make plans to achieve them .Course skill objectives Teach learners to acquire information .1 .about the importance of planning .Educational Training learners to apply educational planning - .steps Using modern technological techniques in - developing future plans and drawing up plans .through educational planning Affective and value-based goals Confirming students' interaction in educational -1 .planning Giving students excitement on how to interact and -2 participate collectively among themselves in .educational planning with skill objectives	2	the third
		The importance of educational planning		2	Fourth
		Factors for the success of educational planning		2	Fifth
		Difficulties in educational planning		2	Sixth
		Types of educational planning		2	Seventh
		Justifications for paying attention to educational planning		2	
		First monthly exam		2	The eighth
		The major tasks of educational planning		2	Ninth
		Quantitative information and role in educational planning		2	tenth
		Quantitative information elements		2	eleventh
		Educational information and its role in Educational Planning Content		2	twelfth
		Information Qualitative			
		The importance of studying population from a specialized and qualitative perspective: the population census and its relationship to planning		2	thirteenth

		Second monthly exam		2	fourteenth
		The concept of the educational plan		2	fifteenth
		Steps for building an educational plan		2	sixteenth
		Types of planning in the Arab world		2	seventeenth
		Determining the priority of education within the framework of the economic plan		2	eighteenth
		The qualities that distinguish education from others		2	nineteenth
		Characteristics and levels of planning steps The benefits of a successful planning process		2	Twenty
		Third monthly exam		2	twenty-one
		Determining priority aspects within the educational framework between the stages and branches of education and its means in educational planning		2	twenty-second
		The concept of scientific and technological revolution		2	twenty-third
		The role and characteristics of the scientific and technological revolution		2	twenty-fourth

		Pros and cons of the scientific and technological revolution		2	twenty-fifth
		Admission criteria (concept, (characteristics and types		2	twenty-sixth
		The third monthly exam		2	twenty-seventh
		Educational administration in light of educational planning requirements		2	twenty-eighth
		Structure and functions of the educational planning apparatus		2	twenty-ninth
		Fourth monthly exam		2	thirty
Final exam					
Course Evaluation -11					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, .reports, etc Second semester exam 20 points, annual effort 40 points First semester exam 20 marks Activities and tests: daily and monthly exams, daily preparation, final exam, 60 points					
Learning and teaching resources -12					
nothing			Required textbooks (methodology if any)		
nothing			Main References (Sources)		
Lakhal, Lakhdar and Farhawi, Kamal, (2009), Fundamentals of Educational Planning: Theory and .Practice, 1st ed., Ouled Sidi Sheikh Street, El Harrach, Algeria				Recommended mainstream books and references (scientific journals, reports...)	
Abu Tahoun, (2010), Educational Planning and its Cultural, Social and Economic Considerations, 2nd .ed., Al-Yazouri Scientific House for Publishing and Distribution, Amman, Jordan					

Al-Hout, Mohamed Sabry, Tawfiq, Salah El-Din Mohamed and Mahmoud, Wafaa Abdel Fattah, Educational Planning and Knowledge Study, Faculty of Education, Zagazig University, Sharkia, (2015) .Egypt Al-Bukhtawi, Bolgraf and Abdel-Ghani, Fouad, (2016) Educational Planning, Its Justifications and .Problems, Al-Hiwar Al-Thaqafi Magazine, Issue 1, Volume 5 Abdul-Hay, Ramzi Ahmed, (2006), Educational Planning: Its Nature, Justifications, and Foundations, .1st ed., Dar Al-Wafaa for the World for Printing and Publishing, Alexandria, Egypt Al-Halim, Tariq Hassan Abdel, (2017), Educational Administration in the New Millennium: A Renewed .Approach to a Changing World, 2nd ed., Dar Al-Ulum for Publishing and Distribution, Cairo, Egypt	
nothing	Electronic references, websites

Descriptive statistics

Course name: Descriptive Statistics -1	
Course code: 50909204 -2	
Semester/Year: Annual 2024-2025 -3	
:Date of preparation of this description -4 10L 11L 2024	
Available attendance forms: monthly -5	
Number of study hours (total) / Number of units (total): 12 hours per month / 16 units (monthly) -6	
Name of the course supervisor (if more than one name is mentioned) -7	
Name: Prof. Dr. Amal Ismail Hussein	
:Email AmalEsmael2017@gmail.com	
Course objectives -8	
• review measurement ‘ The student will become familiar with the subject of descriptive statistics : Cognitive objectives methods, methods of presenting and organizing data, as well as measures of central tendency, measures of relative position, .measures of dispersion, measures of relationship and regression, and use statistics in educational and psychological applications • Skill objectives: The student will acquire the skills of a scientific researcher and work on transferring and presenting information related to descriptive statistics (research and reports). The student will also become familiar with enabling students to acquire the basic skills related to descriptive statistics and its objectives, and to analyze and interpret data results in .educational research • Emotional objectives: Developing the student's ability to bear responsibility during the study period and work, preparing students scientifically and professionally through knowledge of descriptive statistical concepts and	Course objectives

understanding the basic principles of statistics that qualify them to be researchers in schools affiliated with the . Ministry of Education					
Teaching and learning strategies -9					
6. Using modern teaching strategies (cooperative learning , brainstorming , problem solving , .(discussion, dialogue and self-learning 7. Individual assessment of each student and follow-up of his answers to homework 8. Evaluating students' interaction in different situations using motivational methods 9. .Allocate a percentage of the grade to extracurricular activities Managing the practical lecture in a way that makes the student feel the importance of time management					Strategy
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Written tests .1 Oral tests .2 Daily tests .3 Reports and .4 seminars	Lecture delivery .1 method Video lectures .2 Discussion .3 sessions	Course vocabulary according to	Cognitive objectives: are that: The student . understands what descriptive statistics are :Skill objectives: The student should be able to . Use of methods for displaying and organizing data Cognitive skills: Recognizing measures of central tendency (arithmetic mean, median, mode) Cognitive skills: Recognizing relative position scales .(Springs, tens, hundreds) Cognitive skills: the ability to apply the appropriate method For the question data Affective goals: Developing the student's ability to .bear responsibility for his/her own life	2	the first
		Timetable (practical + (theoretical		2	the second
		The concept of statistics and its importance			
		Variables and measurement		2	the third
		Methods of displaying and organizing data		2	Fourth
		Graphical figures (pictorial figures)			
		.Pie charts		2	Fifth
		.Bar charts		2	Sixth

		.Graphs			
		the offer Rank		2	Seventh
		Frequency distributions		2	The eighth
		First month exam for the first semester		2	Ninth
		Measures of central) (tendency - .Arithmetic mean - How to calculate the .arithmetic mean Calculating the arithmetic mean using the deviation method		2	tenth
		Short deviation method for calculating .Arithmetic mean		2	eleventh
		The arithmetic mean of the union of two sets of .data Some properties of the arithmetic mean		2	twelfth
		Median. How to calculate the median in frequency .distributions		2	thirteenth

		Calculate the median graphically			
		The loom		2	fourteenth
		How to find the mode .graphically Comparison between the arithmetic mean, median .and mode The relationship between measures of central tenden		2	fifteenth
		Second exam		2	sixteenth
		Chapter Five Measures of Relative) Position) Al-Rabi'at		2	seventeenth
		Tens - percentiles		2	eighteenth
		(Dispersion measures) .Range - .Spring deviation - Average deviation -		2	nineteenth
		Variance Standard Deviation		2	Twenty
		Third exam		2	twenty-one
		.Coefficient of variation		2	twenty-second
		.Standard grades -			

		Chapter Seven Relationship) (Measures		2	twenty-third
		Pearson's correlation .coefficient			
		Spearman's rank correlation .coefficient		2	twenty-fourth
		.Phi coefficient		2	twenty-fifth
		(Regression) Predicting the value of y in terms of x. Predicting the value of .x in terms of y		2	twenty-sixth
		Miscalculation. .Standard error of estimate The relationship between .regression and correlation		2	twenty-seventh
		monthly exam		2	twenty-eighth
		.Standard error of estimate		2	twenty-ninth
		The relationship between regression and correlation		2	thirty
Final exam					
Course Evaluation -11					

The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc Second semester exam 20 points, annual effort 40 points First semester exam 20 marks Activities and tests: daily and monthly exams, daily preparation, final exam, 60 points	
Learning and teaching resources -12	
nothing	Required textbooks (methodology if any)
Abdul-Jabbar Tawfiq, Athanasius, Zakaria Zaki (1977): ‘ Al-Bayati Descriptive and Inferential Statistics in Education and Psychology, First Edition, Al-Mustansiriya University, Iraq	Main References (Sources)
1- Hoyle, Paul J. Translated by: Badria Shawqi Abdel-Wahab, Mohamed Kamel El-Sherbiny (1984): Elementary Principles of Statistics, Fourth Revised Edition, John Wiley & Sons Publishing and Distribution House, Malta 2- Al-Sayyad, Jalal, Samra, Adel (2006): Principles of Statistics, Third Edition, Hafez House for Publishing and Distribution, Jeddah, Kingdom of Saudi Arabia 3- Badr, Salem Issa, Ababneh, Imad Ghassab (2007): Principles of Descriptive and Inferential Statistics, Dar Al-Masirah for Publishing, Distribution and Printing, First Edition, Amman, Jordan 4- Al-Hashash, Abdul Latif bin Jassim (2015): Principles of Statistics in Psychological and Educational Sciences, Dar Al-Zahra, Fifth Edition, Riyadh, Kingdom of Saudi Arabia	Recommended mainstream books and references (scientific journals, ...reports
nothing	Electronic references, websites

developmental psychology

Course name: Developmental Psychology –1
Course code: 50909206 –2
Semester/Year: Annual –32024–2025
Date of preparation of this description: 10/11/2023 –4
Available attendance forms: Weekly –5
Number of study hours (total) / Number of units (total): 12 hours per month / 16 units (monthly) –6
Name of the course administrator –7
Prof. Dr. Khadija Hussein Salman :Name :Emailkhadeja975@ uomustansiriyah.edu.iq
Course objectives –8

Cognitive objectives: Students will learn the meaning of growth and the factors affecting it. Students will understand the general principles of growth. Students will learn about research methods in developmental psychology. To have a .meaningful idea about the stages of growth Skill objectives: The student can subject the different aspects of development to the principle of individual differences .in development . The student can provide many examples .Reality–related. Applying the theoretical material of the program practically Developing the student’s ability to bear responsibility during the study period and work, :Affective objectives * .about topics encouraging them to ask questions Discussable . Encourage them to hold a short group with two or more students to study a topic related to the .curriculum vocabulary to boost their self–confidence				Course objectives	
Teaching and learning strategies –9					
1. .Using modern strategies in teaching (cognitive and metacognitive strategies) 2. .Using modern educational models in teaching 3. Assigning the student some activities and homework, including practical reports, and presenting them to his .classmates in the lecture 4. .Allocate a percentage of the grade to extracurricular activities 5. .Managing the scientific lecture in a way that makes the student feel the importance of time management				Strategy	
Course structure –10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week

Written tests .1 Oral tests .2 Daily tests .3 Reports and .4 notes	Lecture .1 delivery method Video .2 lectures .3 Documentary films Discussion .4 sessions	Course syllabus according to the table Time (practical + theoretical) growth, maturity, development	Cognitive objectives: The student will understand .the meaning of growth and maturity and development Skill objectives: The student should be able to differentiate between The different concepts he studied	3	the first
		Developmental Psychology, Factors Influential on growth	Cognitive objectives: The student will understand .developmental psychology and its meaning Genetics, environment, and other factors influencing growth Skill objectives: The student will be able to explain .heredity and what it entails Its effect on the growth process	3	the second
		glands	Cognitive objectives: The student will understand .the function of glands and their effect on growth Skill objectives: The student will be able to explain .the function of the glands ?How does it affect the growth process	3	the third
		nervous system	Cognitive objectives: The student will understand .how the nervous system works	3	Fourth

			Skill objectives: The student will be able to explain the effect of The nervous system in the growth process		
		Growth demands	Cognitive objectives: The student will understand .the meaning of developmental requirements Skill objectives: The student will be able to interpret .expectations Society around the demands of growth at each stage of growth	3	Fifth
		Research methods in psychology growth	Cognitive objectives: The student will become .familiar with different research methods Skill objectives: The student should be able to .choose the curriculum Suitable for studying any of the different growth phenomena	3	Sixth
		First exam		3	Seventh
		Theories of Growth, Gesell	Cognitive objectives: The student will understand .the meaning of the theory in detail General and Gesell's theory in particular	3	The eighth

			Skill objectives: The student should be able to .distinguish skills Which can be performed by students of different .ages		
		Freud, Erikson	Cognitive objectives: The student will understand .the most important principles Freud and Erikson's theories and the difference between them Skill objectives: The student will be able to explain some Behaviors based on the theories he studied	3	Ninth
		Piaget, Colebreck	Cognitive objectives: The student understands the .meaning of cognitive development and moral growth Skill objectives: The student will be able to predict some Behaviors based on the theoretical frameworks he studied	3	tenth
		Second exam		3	eleventh

		Stages of growth embryonic stage	Cognitive objectives: The student will understand the meaning of the stages of development, .especially the embryonic stage Skill objectives: The student will be able to explain .some phenomena .Developmental factors that affect the fetal stage	3	twelfth
		Childhood (cradle)	Cognitive objectives: The student should understand the meaning of childhood (cradle) Skill objectives: The student will be able to explain .some of the behavioural phenomena of the infant	3	thirteenth
		early childhood	Cognitive objectives: The student will understand .the meaning of early childhood Skill objectives: The student will be able to clarify .some indicators .Development at that stage	3	fourteenth
		Middle childhood	Cognitive objectives: The student will understand .the meaning of middle childhood Skill objectives: The student will be able to explain .some phenomena .Behavioral behavior that appears at that stage	3	fifteenth

		late childhood	Cognitive objectives: The student should .understand the meaning of childhood Late Skill objectives: The student will be able to apply what he has studied in Explaining some behavioral problems that appear this stage	3	sixteenth
		‘socialization Its institutions	Cognitive objectives: The student will understand .the meaning of socialization and what it entails .It is its most important institution Skill objectives: The student should be able to employ his information in clarification The role of family, school and other institutions in the growth process	3	seventeenth
		The third exam		3	eighteenth
		The stages of play	Cognitive objectives: The student will learn the .meaning of play and its stages Skill objectives: The student will be able to understand Some behaviors .Children while playing	3	nineteenth

		forms of play	Cognitive objectives: The student will become .familiar with some forms of play Skill objectives: The student will be able to explain .some behaviors .That people do while playing even after childhood	3	Twenty
		Childhood problems	Cognitive objectives: The student will be able to identify The most important childhood problems Skill objectives: The student will be able to use his .knowledge to solve some childhood problems	3	twenty-one
		Adolescence, its definition	Cognitive objectives: The student will be able to identify Meaning of adolescence Skill objectives: The student will be able to explain .some behaviors In adolescence	3	twenty-second
		Puberty, adolescent crises	Cognitive objectives: The student will be able to identify The meaning of puberty and its most important crises Adolescence Skill objectives: The student will be able to use his .knowledge to solve some adolescent crises	3	twenty-third

		Mental and emotional development in adolescence	Cognitive objectives: The student will be able to identify Characteristics of mental development .And emotional in adolescence Skill objectives: The student will be able to use his information to understand Emotional and psychological changes in .adolescents	3	twenty-fourth
		Maturity, its definition	Cognitive objectives: The student will be able to identify Meaning of maturity Skill objectives: The student will be able to use his information to understand .Adulthood and its requirements	3	twenty-fifth
		Adulthood crisis Learning in adulthood	Cognitive objectives: The student will be able to identify The most important crises in the stage Maturity Skill objectives: The student will be able to use his information to understand .Adulthood crises and dealing with them	3	twenty-sixth
		Aging, its definition	Cognitive objectives: The student will be able to .identify The meaning of old age	3	twenty-sevent

			Skill objectives: The student will be able to use his information to understand .Some of the behaviors people do at this stage		
		psychological changes And physiology in old age	Cognitive objectives: The student will be able to identify The most important psychological and physiological changes that occur at this stage Skill objectives: The student will be able to explain .some behaviors .Which is done by the elderly	3	twenty–eighth
		old age crises	Cognitive objectives: The student will be able to identify The most important crises in the stage Old age Skill objectives: The student will be able to employ his information in .Dealing with the elderly in a successful way		twenty–ninth
		Fourth exam		3	thirty
Final exam					
Course Evaluation –11					

The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc Second semester exam 20 points, annual effort 40 points First semester exam 20 marks Activities and tests: daily and monthly exams and daily preparation Final exam 60 marks	
Learning and teaching resources –12	
nothing	Required textbooks (methodology if any)
Facilitator in Developmental Psychology, Prof. Dr. Khadija Hussein Salman, 2nd ed. 2019	Main References (Sources)
1. Evolutionary Psychology (Child and Adolescent Psychology) Prof. Dr. Alaa El-Din Kafafi 1st ed. 2015 2. Evolutionary Psychology Dr. Saleh Mohammed Abu Jado 3rd ed. 2011 3. Foundations of Child and Adolescent Psychology, John Conger et al., 1st ed., 1986 4. The Psychological Foundations of Growth from Childhood to Old Age, Dr. Fouad Al-Bahi Al-Sayed, Dar Al-Kotob Al-Hadith	Recommended mainstream books and references (scientific journals, ...reports
nothing	Electronic references, websites

Social Psychology

Social Psychology :Course name -1	
50909203 : Location code -2	
Semester/Year: Annual -32024-2025	
2024/10/11 :Date of preparation of this description -4	
Available attendance forms: monthly -5	
Number of study hours (total) / Number of units (total): 8 hours per month / 16 units (monthly) -6	
: Name of the course supervisor -7	
Name: Prof. Dr. Alia Jassim Mohammed :Email dralyaa.j.mohammed@uomustansiriyah.edu.iq	
Course objectives -8	
• The student should understand the scientific knowledge he has acquired in social psychology in :Cognitive objectives • a way that ensures cognitive communication and benefits from modern developments and rapid information transfer • Except for the skillful goal scorer The student learns the skills of scientific research and works on transferring and • presenting special information to develop the student's skills • emotional goals Developing the student's ability to understand the emotional aspects of social behavior and • awareness of the process of socialization and its effects on individual behavior	Course objectives
Teaching and learning strategies -9	

10. .Using modern strategies in teaching (cognitive and metacognitive strategies) 11. .Using modern educational models in teaching 12. Assigning the student some activities and homework, including practical reports, and .presenting them to his classmates in the lecture 13. .Allocate a percentage of the grade to extracurricular activities				Strategy	
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Written .1 tests Oral tests .2 Daily tests .3 Reports .4 and seminars	Lecture .1 delivery method method .4 Discussion sessions	Introduction to Social Psychology -	:Cognitive objectives – The student understands the meaning of social .psychology and related sciences – The student understands the social behavior of the .individual and the group – The student should know the research methods in .social psychology – The student .know the types of groups should The student understands how social psychological – .trends are formed The student should know (social role – fanaticism – –	2	the first
		of social psychology – components		2	the second
		of social behavior (			
		Social psychology and related – sciences			
		Social psychology and its – importance in			
		Areas of life			
		methods in social psychology			
		Historical method – experimental) method)		2	the third
		Descriptive approach – case study approach – social measurement		2	Fourth

		The group (definition of the group (of the group	The student understands the role of family upbringing .and the media in social behavior The student understands the meaning of leadership and	2	Fifth
		Types of groups (primary and – secondary groups – reference group (	.its theories To understand the social causes of some problems in .society	2	Sixth
		Group Dynamics – Building Social Relationships	:Skill objectives	2	Seventh
		The first exam of the first semester	The student can apply the knowledge he has received	2	The eighth
		Group cohesion (definition of social cohesion – factors leading to group cohesion – criteria for group (cohesion	.in social situations Apply the basic skills he has learned in education, – .including the advanced skills required To enrich their intellectual background in the field of	2	Ninth
		Social psychology and socialization	.educational, psychological and other sciences .And benefit from it in social life	2	tenth
		Trends (definition of trend – components of trend – characteristics of trend – types of (trends	To master the skills and experiences of all scientific – .theories and facts. Highly efficient Cognitive skills: Identifying the most important means of collecting information .In social psychology	2	eleventh

	Functions of social psychological How to acquire social trends – psychological trends	: Emotional goals He wants to practice scientific, inductive, deductive and .logical thinking Tends to participate in teamwork as a unified team to succeed In his professional life, proper social behavior and .effective communication among them Developing the student's ability to bear his responsibility as a member of the promotion Awareness of acceptable social behavior and ways of · facing unacceptable behavior	2	twelfth
	Methods of changing psychosocial attitudes – Measuring attitudes		2	thirteenth
	Values (defining values – learning (values – importance of values		2	fourteenth
	Fanaticism (definition of fanaticism – acquisition of fanaticism) (		2	fifteenth
	Second exam for the first semester		2	sixteenth
	Social roles (meaning of social role – differences in social roles – (learning roles Social(		2	seventeenth
	Role character – role conflict		2	eighteenth
	Social change (meaning of social change – manifestations of social change (		2	nineteenth
	Media and Social Psychology (the meaning of media – its importance		2	Twenty

		and group behavior)			
		Propaganda (meaning of – propaganda – propaganda and media the effect of media on the – individual and society – the methods)		2	twenty-one
		Advertising, its types and methods Use it		2	twenty-second
		Rumor – its goals – its – characteristics		2	twenty-third
		Methods of combating rumors		2	twenty-fourth
		The first exam of the second – semester		2	twenty-fifth
		– Public opinion, its functions and formation		2	twenty-sixth
		Leadership (meaning of leadership – leadership theories – types Methods of measuring it		2	twenty-seventh

		Some social problems (delinquency (its causes How to prevent it		2	twenty-eighth
		Second exam for the second semester		2	twenty-ninth
		Psychological warfare and its methods		2	thirty
Final exam					
Course Evaluation -11					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, .reports, etc Second semester exam 20 points, annual effort 40 points First semester exam 20 marks Activities and tests: daily and monthly exams, daily preparation, final exam, 60 points					
Learning and teaching resources -12					
nothing		Required textbooks (methodology if any)			
Zahran Hamed Abdel Salam. Social Psychology. (1984) Cairo. - .Fifth Edition, Faculty of Education, Ain Shams University, Cairo		Main References (Sources)			
		Recommended mainstream books and references (scientific journals, reports...)			
nothing		Electronic references, websites			

Arabic

Arabic Language for non-major departments :Course name -1	
Course code: 50909209 -2	
Semester/Year: Annual -32024-2025	
Date of preparation of this description: 10/11/2024 -4	
Available attendance forms: Weekly -5	
Number of study hours (total) / Number of units (total): 4 hours per week / 16 units per month -6	
Name of the course supervisor (if more than one name is mentioned) -7	
Name: Ms. Fatima Alwan Rashid Tufan :Email dr.fatimaalwan@uomunstansiriyah.edu.iq	
Course objectives -9	
• : Cognitive objectives 1- Enabling students to acquire and understand the rules of the Arabic language in grammar, morphology, spelling .expression and composition And eloquence. 2- .Enabling students to know that Arabic is the primary language, even if they do not have a specialization .Knowing their language and knowing its importance 3- . Introducing students to prominent linguists and writers who contributed to enriching the Arabic language 4- . Enabling students to learn about Arabic poetry 5- . Introducing students to the most important references, sources and dictionaries of the Arabic language	Course objectives

6- . Developing students' aesthetic taste through reading the finest poetic texts 7- . Providing students with the linguistic and research skills necessary for their intellectual and cultural development 8- . The ability to appreciate and criticize what is read, its styles and ideas 9- Teaching students the skills of using, researching and investigating sources, references and dictionaries in the . Arabic language • : Emotional goals 1- . Enhancing the love of the Arabic language, the language of the Holy Quran, among students 2- . Developing students' aesthetic taste through reading the finest poetic texts 3- . Developing the desire to read among students 4- . Students acquire correct reading habits while observing reading etiquette 5- . The ability to appreciate and criticize what is read, its styles and ideas 6- . Educating students to respect human dignity 7- .Developing students' sense of responsibility during their study and work periods 8- .Training students to respect the freedom of thought, expression and creativity of others 9- .Enabling students to work honestly and objectively in conveying and presenting scientific information 10- . To enhance students' sense of respect for the principles and highest ethics of the profession 11- Training students to respect the rights of those who benefit from their profession, culture, religion, .gender and race .Enhancing the spirit of cooperation and teamwork among students -12 • : Skill objectives . Providing students with the linguistic and research skills necessary for their intellectual and cultural development . Developing students' expressive skills (speaking - writing) - . Enabling students to acquire scientific researcher skills and use them in transferring and presenting information - Teaching students the basics of correct reading, including the vocabulary, sentences and structures of the Arabic - . language . Enabling students to apply Arabic grammar rules in various linguistic uses - . Teaching students the skills of using research and investigation in Arabic language sources, references and dictionaries	
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. Students acquire skills in using modern technologies in learning and teaching the Arabic language - . Enabling students to learn the skills of dialogue, discussion, listening to others and accepting their opinions - . Enabling students to acquire scientific and critical thinking skills in order to employ them in Arabic language sciences . Training students to acquire skills in preparing and constructing examination tests and methods for correcting them - . Empowering and training students to acquire teaching planning skills at all levels - .Enabling students to have the ability to use scientific research tools - Enabling students to possess the ability to design and invent effective educational activities that encourage students to - . learn and engage them in it . Enabling students to acquire teaching skills in middle and primary schools -					
Teaching and learning strategies -9					
14. .Using modern strategies in teaching (cognitive and metacognitive strategies) 15. .Using modern educational models in teaching 16. Assigning the student some activities and homework, including practical reports, and presenting them to his .classmates in the lecture 17. .The method of dialogue and discussion 18. .Allocate a percentage of the grade to extracurricular activities					Strategy
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watche s	week
Written tests .1 Oral tests .2 Daily tests .3	Lecture .1 delivery method The method .2 of dialogue and discussion Report .3 writing 4. Using the	Course vocabulary according to	Cognitive objectives: are that: The student understands Topics .Spelling in Arabic and the correct way to write it Skill objectives: The student will be able to write .Arabic letters Without making mistakes through the rules of spelling . And practice learning it	2	the first
		Timetable (practical + (theoretical		2	the second
		The difference between the extended and connected taa			
		Exercises on the topic		2	the third
		The difference between the letters Dhad and Tha		2	Fourth
		Exercises on the topic		2	Fifth

	blackboard to present the scientific material	Addition and deletion of letters	Cognitive skills: Knowing the rules of the Arabic language in Grammar, morphology, spelling, expression and rhetoric :Cognitive skills Affective goals: To enhance the love of the Arabic language, the language of the Qur'an Generous among students and developing the desire to read correctly .And the aesthetic taste of texts	2	Sixth
		Deletion of waw, noon, alif and ya		2	Seventh
		The first exam is monthly		2	The eighth
		The concept of subject and predicate		2	Ninth
		Cases of deleting the subject and types of predicate		2	tenth
		Cases of deleting the news			
		Exercises on the topic		2	eleventh
		Reading reports prepared by students		2	twelfth
		In and its sisters, concept and meanings And work		2	thirteenth
		Exercises on the topic Student reports		2	fourteenth
		Second exam		2	fifteenth
		The agent, its definition and types		2	sixteenth
		Application on the topic and student reports		2	seventeenth
		The subject complement, its definition and cases		2	eighteenth
		Completing the topic with solved exercises		2	nineteenth

		Poet Badr Shakir al-Sayyab His life and the preservation of his poem (The Book of Jo		2	Twenty
		Poem memorization test		2	twenty-one
		Third exam		2	twenty-second
		Memorize Surah At-Takwir verses (15)		2	twenty-third
		Interpretation of the Surah with meanings and students reciting the Surah		2	twenty-fourth
		Kalila and Dimna story collection: The story of the baker and the fool		2	twenty-fifth
		Poet Salah Abdel Sabour, hi life And his poem (Abu Tamma		2	twenty-sixth
		Memorize the poem with lif daily exam		2	twenty-sevent
		Third monthly exam		2	twenty-eighth
		Surah Al-Qalam memorization with interpretation of the verses and the required meanings		2	twenty-ninth
		Fourth exam		2	thirty

Final exam	
Course Evaluation -11	
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written .exams, reports, etc Second semester exam 20 points, annual effort 40 points First semester exam 20 marks Activities and tests: daily and monthly exams, daily preparation, final exam, 60 points	
Learning and teaching resources -12	
nothing	Required textbooks (methodology if any)
Koran Arabic grammar books for non–specialized sections Comprehensive Grammar, Abbas Hassan, and Clear Spelling Poetry collections (Badr Shakir al–Sayyab, Salah Abdel Sabour) .Interpretations	Main References (Sources)
	Recommended mainstream books and references (scientific journals, (...reports
nothing	Electronic references, websites

Curriculum and textbook

Curriculum and textbook :Course name –1
:Course code –250909305
Semester/Year: Annual –32024–2025
Date of preparation of this description: 10/11/2024 –4
Available attendance forms: monthly –5
:Number of study hours (total) / Number of units (total) –6
Name of the course supervisor (if more than one name is mentioned) –7
Name: M.M. Sara Hamid Abdul Karim
:Email sura.hameed@uomustansiriyah.edu.iq

Course objectives –8					
- To identify old and modern curricula, as well as the elements of the curriculum and link it to real-life information and experiences, and the foundations of the curriculum in terms of its connection to the philosophy of society and education, as well as to evaluate and develop curricula, and how to prepare textbooks to enable the student to understand the process of preparing curricula and their requirements - Affective objectives: To familiarize students with the values, principles, customs and traditions in light of which the curricula are built, as well as the nature of society, its culture and its relationship to the curricula - Skill objectives: Assigning students to review curricula and textbooks and how to prepare them through research and investigation, and then prepare a report on them					Course objectives
Teaching and learning strategies –9					
19. Using modern teaching strategies (cooperative learning, brainstorming, dialogue and discussion) 20. Assigning the student some activities and homework, including practical reports, and presenting them to his classmates in the lecture 21. Allocate a percentage of the grade to extracurricular activities					Strategy
Course structure –10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week

Oral exams	Dialogue and discussion	Traditional approach and method	Introducing students to the traditional approach, its advantages and disadvantages The factors that led to the development of the curriculum In addition to the modern approach, its features, components and how to	3	the first
	Dialogue and discussion	Disadvantages of the traditional approach and the principles on which the traditional approach is based		3	the second
	brainstorming	Factors that led to the development of the curriculum		3	the third
	Dialogue and discussion	The modern concept of methodology		3	Fourth
	Dialogue and discussion	Principles included in the modern concept of curriculum		3	Fifth
	cooperative learning	Components of the modern curriculum		3	Sixth
	Dialogue and discussion	Curriculum foundations, philosophical foundations	Learn the basics of curriculum development	3	Seventh

	Dialogue and discussion	Social foundations		3	The eighth
	Dialogue and discussion	Psychological and cognitive foundations		3	Ninth
Written exam	–	First monthly exam		3	tenth
viva voce	Dialogue and discussion	The concept of curriculum theory	Learn about curriculum theories and .curriculum elements	3	eleventh
	Dialogue and discussion	The importance of curriculum .theory and its functions		3	twelfth
	brainstorming	Classification of curriculum theories		3	thirteenth
	brainstorming	Integrated development of the individual, facing the challenges .of the era		3	fourteenth
Written exam	–	Second monthly exam		3	fifteenth

viva voce	brainstorming	Curriculum elements		3	sixteenth
	brainstorming	Activities, methods, assessment		3	seventeenth
	Dialogue and discussion	Curriculum design		3	eighteenth
Oral exams	cooperative learning	Continuous and discrete subjects approach	Learn about curriculum design, its .types, and how to develop it	3	nineteenth
	Dialogue and discussion	Activity method		3	Twenty
	brainstorming	The axial approach		3	twenty-first
	Dialogue and discussion	Curriculum development		3	twenty-second
Written exam	–	Third monthly exam		3	twenty-third
Oral exams	brainstorming	textbook	Learn about the contents of the textbook, how to produce it, the	3	twenty-four
	brainstorming	Teacher's Guide		3	twenty-fifth

	Dialogue and discussion	Guide Contents	contents of the guide, and the .methods that lead to its composition	3	Sixth And twenty
	brainstorming	Textbook elements		3	twenty– seventh
	Dialogue and discussion	Textbook Evaluation Criteria		3	twenty– eighth
	Dialogue and discussion	Book writing methods and processes		3	twenty–ninth
Written exam	–	Fourth monthly exam		3	thirty

Course Evaluation –11

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

Second semester exam 20 points, annual effort 40 points First semester exam 20 marks

Activities and tests: daily and monthly exams, daily preparation, final exam, 60 points

Learning and teaching resources –12

nothing	Required textbooks (methodology if any)
Curriculum and textbook (Assistant Professor Raheef Ali Al-Aissawi, (Assistant Professor Daoud Abdel Salam Sabry (Asst. Prof. Dr. Zainab Hamza Raji , Quality standards in the curriculum and textbook (Assistant Professor Sha (Adel Farman, Assistant Professor Azhar Alwan Kashash	Main References (Sources)
	Recommended mainstream books and references (scientific (...journals, reports
nothing	Electronic references, websites

Baath regime crimes in Iraq

Crimes of the Baath Regime in Iraq :Course name -1	
:Course code -250909100	
Semester/Year: Annual -32024-2025	
Date of preparation of this description: 10/11/2024 -4	
Available forms of attendance: weekly attendance -5	
Number of study hours (total) / Number of units (total): 4 hours per month / 8 units per month -6	
: Name of the course supervisor -7	
Name: M.M. Zainab Kazim Hamid Jawad :Emailzainab.k.alzubaidy@uomustansiriyah.edu.iq	
Course objectives -8	
• .Introducing the student to the concept of crimes committed by the Baath Party -1 • .Introducing the student to the objectives of studying the subject of Baath Party Crimes -2 • .Introducing the student to the types of crimes committed by the Baath Party -3 • .Clarifying the psychological and physical effects of the Baath Party's crimes -4 • The student knows the most important cemeteries and the time period in which the crimes .of the Baath regime were committed	Course objectives
Teaching and learning strategies -9	

22. .Using modern strategies in teaching (cognitive and metacognitive strategies)				Strategy	
23. .Using modern educational models in teaching					
24. Assigning the student some activities and homework, including practical reports, and presenting them to .his classmates in the lecture					
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Written .1 tests Oral tests .2 Daily tests .3 . Reports .4	Lecture .1 delivery method .2 Activities Enhancing thinking skills .3 Discussion . sessions	Baath crimes according to the Criminal Court Law Iraqi Supreme Court 2005 statement The concept of crime	:Cognitive objectives She is The student understands the information .about the subject of crimes Mission , and enable students to obtain knowledge .Which helps them analyze topics :Skill objectives Enabling students to acquire Teaching skills And scientific research skills in the subject of . Baath regime crimes :Cognitive skills Learn about the most important means of collecting information about .Article on the crimes of the Baath regime in Iraq : Emotional goals Developing the desire to read among students And developing the student's ability to foster a .spirit of cooperation among students	1	the first
		Crimes and crimes of the Baath - regime according to the documentation of the Criminal Court Law Iraqi .Supreme Court in 2005		1	the second
		Types of international crimes		1	the third
		Decisions issued by the Criminal Court Supreme		1	Fourth
		Psychological and social crimes and their effects The most prominent violations Baathist regime in Iraq		1	Fifth
		Psychological crimes and their mechanisms		1	Sixth
		Psychological effects of crimes		1	Seventh
		First monthly exam		1	The eighth

		social crimes (Militarization of society		1	Ninth
		The Baath regime's position on religion		1	tenth
		Violations of Iraqi laws		1	eleventh
		Pictures of human rights violations and crimes Authority		1	twelfth
		Some political violations decisions and military For the system Resurrection		1	thirteenth
		Baath regime prisons and detention centers		1	fourteenth
		Second monthly exam		1	fifteenth
		Environmental crimes of the Ba'ath regime in Iraq		1	sixteenth
		War pollution, radioactivity and mine explosions		1	seventeenth
		Radioactive contamination		1	eighteenth
		Destruction of cities and villages (land policy (burnt)		1	nineteenth
		Evidence of a scorched earth policy Battle of Jasim River - burning oil (wells		1	Twenty
		draining the marshes		1	twenty-one
		bulldozing palm groves and trees and crops		1	twenty-second
		Third monthly exam		1	twenty-third

		Mass grave crimes		1	twenty-fourth
		Events of the genocidal graves committed by The Baath regime in .Iraq The events of 1963 and their relationship to mass graves		1	twenty-fifth
		The events spanning from 1979-2003 AD and Its relationship to mass graves		1	twenty-sixth
		Chronological classification of genocide graves In Iraq for the period From 1963-2003 Genocide graves dating back to the .events of 1963		1	twenty-seventh
		Genocide graves committed by system The defunct Baath Party .For the period 1979-2003 AD		1	twenty-eighth
		.General review of the study mater		1	twenty-ninth
		Fourth monthly exam		1	thirty
Final exam					
Course Evaluation -11					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, .reports, etc First semester exam 20 marks Second semester exam 20 Annual pursuit degree: 40 degrees Activities and tests: daily and monthly exams, daily preparation, final exam, 60 points					

Learning and teaching resources -12	
The curriculum approved by the Ministry of Higher Education (Crimes of the Baath Regime in Iraq)	Required textbooks (methodology if any)
Environmental Crimes of the Baath Regime in Iraq, by Dr. Abbas Attia Al-Quraishi And Hussein Aliwi Al-Ziyadi Mass Graves: A People Under the Soil, written by: Abbas Attia Al-Quraishi	Main References (Sources)
	Recommended mainstream books and references (scientific journals, reports...)
	Electronic references, websites

Decisions

Stage 3

Teaching methods

Teaching Methods :Course name -1	
50909307 :Course code -2	
Semester/Year -3: 2025-2024	
Date -4of preparation of this description: 10/11/2024	
Available attendance forms: monthly -5	
Number of study hours (total) / Number of units (total): 8 hours per month / 16 units (monthly) -6	
Name of the course supervisor (if more than one name is mentioned) -7	
Name: Dr. Manal Jawad Kazim :Email Mnal.74@uomustansiriyah.edu.iq	
Course objectives -8	
• Students acquire all the educational and learning experiences planned for the subject of curricula and teaching methods • .Students acquire information and knowledge related to all types of curricula • Developing appropriate personal characteristics in students that enable them to successfully implement teaching methods and strategies • .Developing students' ability to think scientifically through problem-solving • .Developing students' ability to prepare daily, semester and annual teaching plans • Developing students' ability to use successful teaching methods and the ability to innovate or create • .Providing students with the desired values, habits and attitudes for the benefit of the individual and society	Course objectives

• .Developing students' ability to work collaboratively or in groups					
Teaching and learning strategies -9					
25. .Using modern strategies in teaching (cognitive and metacognitive strategies) 26. .Using modern educational models in teaching 27. Assigning the student some activities and homework, including practical reports, and presenting them to his .classmates in the lecture .Allocate a percentage of the grade to extracurricular activities 29 .Managing the practical lecture in a way that makes the student feel the importance of time management 30					Strategy
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Written tests .1 Oral tests .2 Daily tests .3 Reports and .4 seminars	.1 Lecture delivery method .2 Discussion sessions	Course vocabulary	:Cognitive objectives	2	the first
		Study according to the schedule	Cognitive objectives -1	2	the second
		The concept of - teaching and explanation of its .terms	1- Enabling students to acquire modern knowledge .experiences		
		The difference between the concept of education and teaching	2- Enabling students to understand the concepts of .learning and teaching	2	the third
		Teaching elements	3- Enabling students to learn about the history of .teaching methods		
		Teaching methods via the date	4- Enabling students to learn about old teaching .methods	2	Fourth
			5- Enabling students to learn about modern teaching .methods		
			6- Enabling students to become familiar with the .theories related to teaching methods	2	

		Factors controlling the choice The method	7- Enabling students to identify the factors influencing choice .Teaching method	2	Fifth
		Teaching Methods Classifications	8- Enabling students to understand educational facts .and terms 9- Enabling students to understand modern strategies .teaching methods 10- Introducing students to the most important sources .and references in teaching methods :Skill objectives	2	Sixth
		Lecture method	1- Enabling students to learn modern learning .methods	2	Seventh
		Discussion method	2- Training students on practical performance .skills	2	The eighth
		Interrogation method	3- Training students on successful classroom	2	Ninth
		Induction method	.management skills	2	tenth
		Measurement method	4- .Training students to perform well successfull	2	eleventh
		Problem solving method	5- Training students to apply modern teaching .skills	2	twelfth
		Project method	: Emotional goals	2	thirteenth
		Role-playing method	. Developing the student's ability to bear his responsibility	2	fourteenth
		Exploration method	Encouraging students to practice professional -2 .academic behavior	2	fifteenth
		Second Storm Method	.And morality as a supreme value	2	sixteenth
		cooperative learning method	4- Enhancing the spirit of cooperation and .teamwork among students	2	seventeenth

		The relationship between strategy and method	5- Developing students' sense of responsibility during .Study and work period 6- Training students to respect freedom of expression and thought .And creativity in others 7- Educating students on academic integrity in presenting Displaying scientific and educational .information	2	eighteenth
		Calendar and its importance		2	nineteenth
		Types of exam questions		2	Twenty
		The meaning and importance of planning		2	twenty-one
		Types of planning		2	twenty-second
		Characteristics of a successful teacher		2	twenty-third
		Foundations of successful teaching		2	twenty-fourth
		Types of classroom management		2	twenty-fifth
		Classroom management strategies		2	twenty-sixth
		Positive and incorrect behaviors For students		2	twenty-seventh
		Training and discussion of reports		2	twenty-eighth
		Training and discussion of reports		2	twenty-ninth
		Fourth exam		2	thirty
Final exam					

Course Evaluation -11		
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written .exams, reports, etc Second semester exam 20 points, annual effort 40 points First semester exam 20 marks Activities and tests: daily and monthly exams, daily preparation, final exam, 60 points		
Learning and teaching resources -12		
nothing	Required textbooks (methodology if any)	
1- General Teaching Methods: Tawfiq Ahmed Mar'i, Muhammad Mahmoud Al-Hila, Dar Al-Masirah, Amman, 2005 2- Teaching Methods and Strategies, Al-Hila, Muhammad Ahmad, (2003), 2nd ed., Dar Al-Kitab .Al-Jami'i, Al Ain		Main References (Sources) Recommended mainstream books and references (scientific journals, (...reports
nothing	Electronic references, websites	

Personality Psychology

Course name: Personality Psychology -1	
Course code: 50909302 -2	
Chapter/Year: Snow -32024-2025	
Date of preparation of this description: 10/11/2023 -4	
Available attendance forms: monthly -5	
Number of study hours (total) / Number of units (total): 12 hours per month / 12 units (monthly) -6	
Name of the course supervisor (if more than one name is mentioned) -7	
Name: Prof. Dr. Haider Karim Sakr	
:Email n.hader.edbs@uomustansiriyah.edu.iq	
Course objectives -8	
• The cognitive objectives of personality psychology: identifying personality and distinguishing between its theories, components of personality, identifying the theoretical foundations of personality, and personality measurement tools • Skill objectives: The student will acquire the skills of a scientific researcher and work on transferring and presenting information related to personality (research and reports). The student will become familiar with the forms and methods of studying personality, in addition to using smart electronic means to develop the student's skills in teaching methods • Affective objectives: Developing the student's ability to bear responsibility during the study and work period, encouraging the student to take pride in psychological awareness and self-confidence , and training the student to work on identifying personality traits	Course objectives

Teaching and learning strategies -9					
28. .Using modern strategies in teaching (cognitive and metacognitive strategies) 29. .Using modern educational models in teaching 30. Assigning the student some activities and homework, including practical reports, and presenting them to his .classmates in the lecture 31. .Allocate a percentage of the grade to extracurricular activities Managing the practical lecture in a way that makes the student feel the importance of time management					Strategy
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Written tests .1 Oral tests .2 Daily tests .3 Reports and .4 seminars	Lecture .1 delivery method Video .2 lectures .3 Documenta ry films .4 Discussion sessions	The psychological heritage of the concept of personality , components of personality	Cognitive objectives: are that: The student understands what character .How to measure it , and how to study it Skill objectives: The student will be able to .explain phenomena Psychological and most important factors . that affect personality Among the skill objectives: the skill of using the most important	3	the first
		Personal growth character dynamics	. Means of determining personality traits Cognitive skills: Identifying personality theories The difference between them and how to .diagnose them Cognitive skills: Identifying personality theories	3	the second
				3	the third
		Personality theories		3	Fourth
		Mountain formation (Hornet, Sheldon, (Kretschmer		3	Fifth
		Cold Stein Membership		3	Sixth
		Port features		3	Seventh
		The first exam is monthly		3	The eighth

		Theories based on environmental determinism	Cognitive skills: Identifying the most important means Collecting information in character emotional goals Developing the student's ability to bear .responsibility for his/her own life As a member to promote awareness of personality studies and methods of .measuring them	3	Ninth
		behavioral theories		3	tenth
		Theories based on interactive determinism		3	eleventh
		Adler's psychosocial theories		3	twelfth
		Fromm		3	thirteenth
		Hornay		3	fourteenth
		Second exam		3	fifteenth
		Sullivan		3	sixteenth
		Gestalt		3	seventeenth
		Levin field theory		3	eighteenth
		Murray's needs theory		3	nineteenth
		Rogers' theory of the self		3	Twenty
		Third exam		3	twenty-one
		Personality assessment: Theoretical foundations for personality assessment		3	twenty-second
		Psychometric measurement		3	twenty-third
		Educational measurement		3	twenty-fourth
		Personality measurement tools "projective tests"		3	twenty-fifth
		Samples of projective tests		3	twenty-sixth
		Personality scales		3	twenty-seventh

		Objective tests		3	twenty-eighth
		Clinical tools, educational tools, and psychotherapy		3	twenty-ninth
		Fourth exam		3	thirty
Final exam					
Course Evaluation -11					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written .exams, reports, etc					
Second semester exam 20 points, annual effort 40 points First semester exam 20 marks					
Activities and tests: daily and monthly exams, daily preparation, final exam, 60 points					
Learning and teaching resources -12					
nothing			Required textbooks (methodology if any)		
Personality Psychology Nazim Hashim Al-Abidi and others			Main References (Sources)		
Who is the human being? Qasim Hussein Saleh Personality between theory and measurement Qasim Hussein Saleh Schultz's Personality Theories Personality Theories by Haider Karim Sakr Personality Psychology Muhammad Rabie Shehata Personality Theories by Abdul Rahman Al-Sayed			Recommended mainstream books and references (scientific (...journals, reports		
nothing			Electronic references, websites		

Psychological counseling

Course name : Psychological Counseling -1	
Course code: 50909301 -2	
Semester/Year: Annual 2024-2025 -3	
Date of preparation of this description : 10/11/2024 -4	
Available attendance forms: monthly -5	
- Number of study hours (total) / Number of units (total): 8 hours per month / 16 units (monthly) -6	
Name of the course supervisor (if more than one name is mentioned) -7	
Name: Assistant Professor Ghazwa Faisal Kazim :Email dr.ghazwa@ uomustansiriyah.edu.iq	
Course objectives -8	
Cognitive objectives of psychological counseling: Identifying the concepts of psychological counseling and educational counseling, principles of psychological counseling, objectives of psychological counseling, and the need for counseling in our schools. Skill objectives: The student will acquire the skills of a scientific researcher and work on transferring and presenting information related to mental health (research and reports). The student will become familiar with the forms of psychological disorders and forms of psychotic disorders and the promotion of mental health , in addition to using smart electronic means to develop the student's skills in teaching methods	Course objectives

Emotional objectives: Developing the student's ability to bear responsibility during the study and work period, encouraging the student to take pride in health awareness and self-confidence, and training the student to work on identifying what is right and what is wrong.					
Teaching and learning strategies -9					
32. Using modern strategies in teaching (cognitive and metacognitive strategies) 33. Using modern educational models in teaching 34. Assigning the student some activities and homework, including practical reports, and presenting them to his classmates in the lecture 35. Allocate a percentage of the grade to extracurricular activities Managing the practical lecture in a way that makes the student feel the importance of time management					Strategy
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Written tests .1 Oral tests .2 Daily tests .3 Reports and .4 seminars	Lecture .1 delivery method Video lectures .2 Documentary .3 films Discussion .4 sessions	Course vocabulary according to Timetable (practical + theoretical)	Cognitive objectives: are that: The student understands what mental health is .How to enhance it, and how to study it Skill objectives: The student will be able to explain psychological phenomena	2	the first
		The concept of psychological counseling	The most important factors that affect mental health	2	the second
		Fields of psychological counseling	Among the skill objectives: the skill of using A1 The student uses and applies all of the Learning i	2	the third
		Justifications for psychological counseling	.Correct in fact	2	Fourth
		Principles of psychological counseling	3- compare alternatives and discover differences	2	Fifth
		The relationship of guidance to other sciences	4- The similarity between concepts and things The student should have the ability to synthesize information	2	Sixth
		Fields of psychological counseling	The part that has relationships between the college of information Partial to comprehensive information	2	Seventh

		The first exam is monthly	To make judgments on the information he obtains Affective goals: Developing the student's ability to endure Responsible for promoting mental health awareness as a member	2	The eighth
		Educational guidance		2	Ninth
		Family guidance		2	tenth
		Career guidance		2	eleventh
		Children's guidance		2	twelfth
		Youth Guidance		2	thirteenth
		marital counseling		2	fourteenth
		Guidance for the extraordinary		2	fifteenth
		Second exam		2	sixteenth
		Guidance methods		2	seventeenth
		Psychological and philosophical foundations of counseling		2	eighteenth
		Counseling theories		2	nineteenth
		psychoanalysis		2	Twenty
		behavioral theory		2	twenty-one
		cognitive behavioral theory		2	twenty-second
		Humanistic theory		2	twenty-third
		Third exam		2	twenty-fourth
		Data collection methods: tests, observation, and interviews		2	twenty-fifth
		Case study		2	

		Individual and group counseling, direct and indirect counseling		2	twenty-sixth
		Third monthly exam		2	twenty-seventh
		Parents' Councils		2	twenty-eighth
		Problems addressed by guidance		2	twenty-ninth
		Fourth exam		2	thirty
Final exam					
Course Evaluation -11					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, .reports, etc Second semester exam 20 points, annual effort 40 points First semester exam 20 marks Activities and tests: daily and monthly exams, daily preparation, final exam, 60 points					
Learning and teaching resources -12					
nothing			Required textbooks (methodology if any)		
Corey, Gillard, Theory and Practice in Counseling and Psychotherapy			Main References (Sources)		
Abu Asaad , Ahmed Ad Al-Latif (2009). Guidance Skills , First . Edition, Dar Al-Masarra Library . Jordan Al-Ahmad, Adnan (2015) The Process of Psychological Counseling, Damascus University Publications			Recommended mainstream books and references (scientific journals, (...reports		
nothing			Electronic references, websites		

inferential statistics

Course name: Inferential Statistics -1	
Course code: 50909306 -2	
Semester/Year: Annual 2024-20245 -3	
Date of preparation of this description: 10/11/2024 -4	
Available attendance forms: monthly -5	
Number of study hours (total) / Number of units (total): 12 hours per month / 24 units (monthly) -6	
Name of the course supervisor (if more than one name is mentioned) -7	
Name: Prof. Dr. Sahar Hashem Mohammed Latif :Email dr.sahar@uomustansiriyah.edu.iq	
Course objectives -8	
After completing the course, the student will have information about the types of statistical variables, : Cognitive objectives .inferential statistics, and the conditions for applying each one • How to apply each statistical method according to its conditions • . Application of parametric and nonparametric statistical methods : Skill objectives • How to choose the appropriate statistical method to measure objectives and test hypotheses	Course objectives Academic

• .Emphasizing accuracy and integrity in selecting and applying statistical methods : Affective objectives • To reach the results required to be verified using these statistical methods					
Teaching and learning strategies -9					
36. .Using modern strategies in teaching (cognitive and metacognitive strategies) 37. .Using modern educational models in teaching 38. Assigning the student some activities and homework, including solving statistical problems, and presenting them to his .classmates in the lecture .Reviewing assignments and duties related to academic subjects -4 Evaluating students' performance during their presentation of activities and exercises and how to perform them within -5 .the specified time .Allocating a percentage of the grade to extracurricular activities -6 .Managing the practical lecture in a way that makes the student feel the importance of time management -7					Strategy
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Written tests .1 Oral tests .2 Daily tests .3 Daily duties .4	Lecture .1 delivery method -2 Brainstorming Problem .3 solving	Inferential statistics, its meaning and types	The course will :Cognitive objectives	3	the first
		Statistical variables and their types	:provide the student with Information on types of statistical variables	3	the second
		Sample, population, and sampling and the meaning of each	The deductive and application conditions of each	3	the third
		Random sampling methods	How to apply each statistical method	3	Fourth

		Non-random sampling methods	According to its terms	3	Fifth
		Hypothesis definition and types	Applying statistical methods :Skill objective	3	Sixth
		How to formulate parametric and nonparametric hypotheses	. Teacher and non-teacher	3	Seventh
		First month exam, first semester	How to choose the appropriate statistical method for measurement	3	The eighth
		Types of parametric and nonparametric inferential statistics and their conditions	Objectives and hypothesis testing	3	Ninth
		Type I and II errors	:Cognitive skills Distinguish between types of –1 .statistical tests	3	tenth
		First month exam for the first semester	And the terms of use of each one	3	eleventh
		T-tests, their types and conditions of use	Developing independent learning –2 .skills	3	twelfth
		One-sample t-test: conditions for its application	.Independent of the lecture He is able to manage time and –3 invest it in a	3	thirteenth
		Examples of one-sample t-test	. To deal with data	3	fourteenth
		Second month exam for the first course	Possessing the skills to apply –4 .statistical methods . The occasion	3	fifteenth

		independent T-test for two samples: its conditions	3– Have the ability to use various statistical data . And deal with it	3	sixteenth
		Examples of t-test for two independent samples		3	seventeenth
		T-test for two related samples: its conditions and steps		3	eighteenth
		Examples of t-test for two related samples		3	nineteenth
		T-test for correlation coefficient significance		3	Twenty
		First exam of the second course		3	twenty-one
		One-way analysis of variance, its conditions and how to apply it with examples		3	twenty-second
		Posttests Scheffe Tukey test of posttest comparisons		3	twenty-third
		Chi-square test for goodness of fit and independence, its conditions and application		3	twenty-fourth

		Samir Nouf Test Conditions and Application		3	twenty-fifth twenty-sixth
		Mann-Whitney test conditions and application		3	twenty-seventh
		The second exam for the second course		3	twenty-eighth
		Wilcoxon test conditions and application		3	twenty-ninth
		Kruskal-Wallis test: its conditions and application		3	thirty
Final exam					
Course Evaluation -11					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, .reports, etc Second semester exam 20 points, annual effort 40 points First semester exam 20 marks Activities and tests: daily and monthly exams, daily preparation, final exam, 60 points					
Learning and teaching resources -12					
nothing				Required textbooks (Methodology if any)	
5- Abu al-Nil, Mahmoud al-Sayyid (1987) Psychological, Social and Educational Statistics 6- Ahmed, Suleiman, and Al-Khalili, Khalil Youssef (1988) Statistics for the researcher in education and human .sciences 7- Abdul-Jabbar Tawfiq, Athanasius, Zakaria Zaki (1977): Descriptive and Inferential Statistics in ‘ Al-Bayati .Education and Psychology, First Edition, Al-Mustansiriya University, Iraq				Main References (Sources)	

Elementary Principles of : (Hoyle, Paul J. Translated by: Badria Shawqi Abdel-Wahab, Mohamed Kamel El-Sherbiny (1984 Statistics, Fourth Revised Edition, John Wiley & Sons Publishing and Distribution House, Malta	
1- Al-Bayati, Abdul-Jabbar Tawfiq, Athanasius, Zakaria Zaki (1977): Descriptive and Inferential Statistics in Education and Psychology, First Edition, Al-Mustansiriya University, Iraq. 2- Badr, Salem Issa, Ababneh, Imad Ghassab (2007): Principles of Descriptive and Inferential Statistics, Dar Al-Masirah for Publishing, Distribution and Printing, First Edition, Amman, Jordan 3- Al-Hashash, Abdul Latif bin Jassim (2015): Principles of Statistics in Psychological and Educational Sciences, Dar .Al-Zahra, Fifth Edition, Riyadh, Kingdom of Saudi Arabia	Recommended mainstream books and references scientific journals,) (...reports
nothing	Electronic references, websites

Comparative education

Course name: Comparative Education -1
Course code: 50909310 -2
Semester/Year: Annual 2024-2025 -3
Date of preparation of this description: 10/11/2024 -4
Available attendance forms: monthly -5
Number of study hours (total) / Number of units (total): 6 hours per month / 12 units (monthly) -6
Name of the course supervisor (if more than one name is mentioned) -7

Name: A.M. Mazhar Ali Muhammad Sultan :Emailmudherali81@ uomustansiriyah.edu.iq					
Course objectives -8					
.Introducing the student to the types of statistical variables -1 .Introducing the student to the types of measurement -2 Introducing the student to the types of inferential statistics, parametric and nonparametric, and the conditions - .of each .Introducing the student to hypotheses, their types, and how to formulate them -4 Training students on the use of statistical methods, the conditions for applying each one, and how and when to -4 .use them Training students on the use of non-parametric statistical methods, the conditions for applying each one, and -6 .how and when to use them					Course objectives
Teaching and learning strategies -9					
.Using modern teaching strategies (cognitive and metacognitive strategies) .1 .Using modern educational models in teaching -2 Assigning the student some activities and homework, including practical reports, and presenting them to his classmates -3 .in the lecture .Allocating a percentage of the grade to extracurricular activities -4 .Managing the practical lecture in a way that makes the student feel the importance of time management -5					Strategy
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Written tests .1 Oral tests .2 Daily tests .3 Reports and .4 seminars	Lecture .1 delivery method Video .2 lectures	Course vocabulary according to Timetable (practical + theoretica	:Cognitive objectives After completing the course, the student wi	2	the first
		The concept of comparative education	have information About comparative education, its fields and	2	the second
		Objectives of comparative education	influencing factors	2	the third

	.3 Documentary films Discussion .4 sessions	And its research areas	In educational systems	2	Fourth
		Julian's views on modern science	How to compare educational systems in Iraq and other countries	2	Fifth
		Areas of study in comparative education	.Other advanced	2	Sixth
		Use of analytical method For the educational system	:Skill objectives	2	Seventh
		The first exam is monthly	Enabling students to acquire scientific research skills	2	The eighth
		Global Studies in Comparative Education	And work with it to transfer and display educational information	2	Ninth
		Studies subject to comparative research	.And compare it	2	tenth
		Educational problems and cultural forces	Developing educational comparison skills within development	2	eleventh
		Hans factors in the formation of the ideal nation	Educational institution	2	twelfth
		Brown's factors in the formation of the ideal nation	:Cognitive skills	2	thirteenth
		Modern approach to comparative study	After completing the course, the student will - :have	2	fourteenth
		Auxiliary curricula in the comparative approach	Information about comparative education, its fields and factors	2	fifteenth
		Second exam	Influential in educational systems	2	sixteenth
		Descriptive approach: systems analysis	How to compare educational systems in Iraq and other countries	2	seventeenth
		Quality of Education: Features of Higher Education in the Arab World	.Other advanced	2	eighteenth
		Basic education	Affective goals: Emphasis on accuracy and honesty in	2	nineteenth

		Pros and cons of basic education countries around the world		2	Twenty
		Third exam		2	twenty-one
		Education in Iraq		2	twenty-second
		Education in Egypt		2	twenty-third
		Education in France		2	twenty-fourth
		Education in Sweden		2	twenty-fifth
		Education in Finland		2	twenty-sixth
		Education in China		2	twenty-seventh
		Third monthly exam		2	twenty-eighth
		Education in Britain Education in Japan		2	twenty-ninth
		Fourth exam		2	thirty
Final exam					
Course Evaluation -11					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, .reports, etc Second semester exam 20 points, annual effort 40 points First semester exam 20 marks Activities and tests: daily and monthly exams, daily preparation, final exam, 60 points					
Learning and teaching resources -12					
nothing			Required textbooks (methodology if any)		

Ghunaim (2019). Comparative Education and Education Systems, 1st ed., Dar Al Fikr Al Arabi, Cairo	Main References (Sources)
Al- Hamdani , Muwaffaq and others (2006). Scientific Research Methods , (First Book) Fundamentals of Scientific Research , Amman . Al-Warraq Foundation Al-Zaki , Ahmed Abdel Fattah (2004). Comparative Education and Education Systems Methodological Study and Applied Models , 1st ed. Alexandria , Dar . Al-Wafa for Printing and Publishing, Egypt	Recommended mainstream books and references (scientific journals, ...reports
nothing	Electronic references, websites

Educational techniques

Course name: Educational Technologies -1	
50909305 :Course code -2	
Semester/Year: Annual 2024-2025 -3	
Date of preparation of this description: 10/11/2024 -4	
Available attendance forms: monthly -5	
hours per month / (16) units (monthly(8 :(4) Number of study hours (2) / Number of units -6	
Name of the course supervisor (if more than one name is mentioned) -7	
Name: Dr. Zahraa Abdel Wahid Wadaa :Email dr.zahraa.wdaah@uomustansiriyah.edu.iq	
Course objectives -8	
• After completing the course, the student will have :Cognitive objectives of educational technologies information about the types of educational technologies, the appropriate procedures for educational .technologies, and the procedures included in each step of educational technologies • Skill objectives : The student will acquire scientific research skills and work on transferring and presenting information related to educational technologies (research and reports). The student will become familiar with the use of educational tools for each subject , in addition to using smart electronic tools to develop the student's skills in teaching .methods. A diagram will be drawn of the stages of naming educational technologies. Writing on the smart board	Course objectives

of educational technology: Students are drawn to modern educational technology Affective objectives methods. They are able to ask questions about the topics covered in the course material. They are encouraged to .use educational technology devices					
Teaching and learning strategies -9					
1- .Employing teaching strategies in all their forms 2- .Employing teaching and learning models 3- .Employing educational communication theories 4- Assigning the student some activities and homework, including practical reports, and presenting them to .his classmates in the lecture 5- .Allocate a percentage of the grade to extracurricular activities					Strategy
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watche s	week
Written tests .1 Oral tests .2 Daily tests .3 Reports .4	Lecture .1 delivery method Discussion .2 sessions and dialogue .3 Brainstorming	What is educational technology? What is ?educational technology and educational technologies	Cognitive objectives: are that: The student understands what Educational technologies and how to use them	2	the first
		Modern concepts that overlap with the concept of technology Education	Use the appropriate method for each .subject	2	the second
		Communication movement from auditor learning Basri to Communications	Skill objectives: The student should b :able to Use of modern educational methods Smart boards		the third
		The impact of behavioral sciences in the field of educational technologies	Cognitive skills: Recognizing means Modern instruction and how to use it	2	Fourth
		Areas that contributed to the developme of methods Instruction	Affective goals: developing the studen ability	2	Fifth

		Educational patterns in light of the modern concept For educational technology	To bear the responsibility of his work As a team and using modern methods Delivering the educational material .to the learner	2	Sixth
		The importance of educational technologies in contributing to solving some educational problems and their functions		2	Seventh
		First monthly exam		2	The eighth
		The concept of educational technologies and teaching and learning methods		2	Ninth
		Development of teaching and learning methods		2	tenth
		Educational systems and technologies trend		2	eleventh
		Multimedia and Teaching Strategies		2	twelfth
		Second exam for the first semester		2	thirteenth
		Education and Learning		2	fourteenth
		Principles related to the theory of perception		2	fifteenth
		Contact		2	sixteenth
		Future characteristics and communication barriers		2	seventeenth
		mass communication		2	eighteenth
		The third exam for the second semester		2	nineteenth
		Educational and learning media classifications		2	Twenty

		cone of experience		2	twenty-one
		Classification of educational media based on their effectiveness		2	twenty-second
		Zaytoun's classification of educational and learning media according to their degree of realism		2	twenty-third
		Uses of educational media		2	twenty-fourth
		Multimedia		2	twenty-fifth
		Fourth exam for the second semester		2	twenty-sixth
		Instructional media design models		2	twenty-seventh
		Foundations of learning media design and their outcomes		2	twenty-eighth
		Foundations for choosing teaching and learning methods and its functional use		2	twenty-ninth
		Rules for the functional use of educational media		2	thirty
Final exam					
Course Evaluation -11					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written .exams, reports, etc Second semester exam 20 points, annual effort 40 points First semester exam 20 marks Activities and tests: daily and monthly exams, daily preparation, final exam, 60 points					
Learning and teaching resources -12					
nothing			Required textbooks (methodology if any)		
Educational technologies, their development, classification and trends			Main References (Sources)		

Dr. Khader Abbas Jari	
nothing	Recommended mainstream books and references (scientific (...journals, reports
nothing	Electronic references, websites

experimental psychology

Experimental Psychology :Course name -1	
:Course code -2 50909304	
Semester/Year: Annual 2024-2025 -3	
Date of preparation of this description: 10/11/2024 -4	
Available attendance forms: monthly -5	
:Number of study hours (total) / Number of units (total) -612 hours per month / 16 units (monthly)	
Name of the course supervisor (if more than one name is mentioned) -7	
Name: Dr. Athir Aday Salman	
:Emailatheeradie@gmail.com	
Course objectives -8	
.A–Learning the scientific method	Course objectives
.B– Identifying the means of the scientific method	

.C– Identifying experimental methods					
Teaching and learning strategies -9					
.Using modern teaching strategies (cognitive and metacognitive strategies) -1 .Using modern educational models in teaching -2 Assigning the student some activities and homework, including practical reports, and presenting them to his classmates in -3 .the lecture .Allocating a percentage of the grade to extracurricular activities -4 .Managing the practical lecture in a way that makes the student feel the importance of time management -5				Strategy	
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Written tests .1 Oral tests .2 Daily tests .3 Reports and .4 seminars	Lecture .1 delivery method Video .2 lectures .3 Documentary films Discussion .4 sessions	Introduction to experimental psychology, the goals of experimentation and its beginnings Experimental laboratories and their development Types of laboratory experiments Types of variables	:Cognitive objectives Introducing the student to .field studies Introducing the student to .correlational studies the problem in the Know • . research collect Knows how to • . scientific material • :Cognitive skills	2	the first
		Applications of experimental psychology.Types of experiments Laboratory and types of variables Elements of the experimental method		2	the second

		The meaning of experimentation, the beginnings of experimentation	• of Identify the definition evaluation or critique of the material - Scientific • the formulation of Defines . hypotheses • how to formulate Knows . hypotheses • . are applied Statistics Affective goals: developing the student's ability .To write a research or report	2	the third
		Commitment to the ethics of scientific research and conducting experiments		2	Fourth
		Follow the scientific method in thinking and methods of deduction			
		Types of experimentation, elements of the experimental method And its fields.		2	Fifth
		Regular observation and scientific observation			
		Normal observation, scientific observation , experimental steps.		2	Sixth
		Experimentation steps			
		Hypotheses: their meaning, types and conditions		2	Seventh
		First monthly exam		2	The eighth
		.Historical method and descriptive method		2	Ninth
		Types of natural laboratory experiments			
		.9 Applications on Experimentation experimental method		2	tenth

		The pillars of experimentation, the experimental method and the difficulty of experimentation on . humans		2	eleventh
		Observational method , clinical method, statistical ,experimental method		2	twelfth
		Simple reaction time, operant reaction time, classical reaction time, reflex actions, discriminative reaction time, optional reaction time, the importance of studying reaction time Factors affecting reflexivity, experiments used in reflexivity. Define what is meant by each of the following: reflexive verbs		2	thirteenth
		Second monthly exam		2	fourteenth
		optional reaction time and explain the importance of studying reaction time		2	fifteenth
		Factors affecting the time of return		2	sixteenth
		Psychology experiments in Equal and opposite		2	seventeenth
		Meaning of equality – compatibility, measure of the apparent extension of the deception of the owner		2	eighteenth

		Lunes' experiment on the level of productive activity (lighting experiments , George Elton		2	nineteenth
		Lownes' experiment on the level of productive activity , lighting experiments (George Elton).		2	Twenty
		The apparent extension measurement explains the .Müller illusion		2	twenty-one
		Lunz's experience with the level of productive activity and lighting experiences		2	twenty-second
		Third monthly exam		2	twenty-third
		Describes outcomes related to knowledge, skills, .and behaviors		2	twenty-fourth
		that students acquire as they progress through the program		2	twenty-fifth
		Gain basic knowledge of the various branches of psychology		2	twenty-sixth
		human behavior		2	twenty-seventh
		Preparing, applying and interpreting psychological tests		2	twenty-eighth

		Ability to diagnose and treat clinically in its various methods		2	twenty-ninth
		Fourth monthly exam		2	thirty
		Final exam			
Course Evaluation -11					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc Second semester exam 20 points, annual effort 40 points First semester exam 20 marks Activities and tests: daily and monthly exams, daily preparation, final exam, 60 points					
Learning and teaching resources -12					
nothing			Required textbooks (methodology if any)		
Introduction to Experimental Psychology, Dar Al-Azai , Rahim Younis)2009(-1 . Kanon, Jordan Experimental ‘ Badawi, Abdul Rahman (1987) Scientific Research Methods -2 .Al-Falah Library, Kuwait ‘ Psychology			Main References (Sources)		
Dar Al-Masirah for ‘ Experimental Psychology :Salem, Issa, Imad Ghassab)2015(-1 .Publishing, Distribution and Printing, First Edition, Amman, Jordan			Recommended mainstream books and references (...scientific journals, reports)		
nothing			Electronic references, websites		

physiological psychology

Course name: Physiological Psychology -1	
50909303 :Course code -2	
Semester/Year: Annual -32024-2025	
Date of preparation of this description: 10/11/2023 -4	
Available attendance forms: monthly -5	
Number of study hours (total) / Number of units (total): 12 hours per month / 12 units (monthly) -6	
Name of the course supervisor (if more than one name is mentioned) -7	
Name: Prof. Dr. Suhaila Abdul-Ridha Askar <u>dr.suhailaaskaar@uomustansiriyah.edu.iq</u> Dr. Zeina Abdel Amir	
Course objectives -8	
objectives of physiological psychology : getting to know physiological psychology and its relationship to other sciences, research methods in physiological psychology, then the nerve cell, its definition and difference from the somatic cell, its .anatomy, drawing, types and nature of its work, and the nervous impulse ...How it moves inside and outside the cell body...the synapse • The course also covered the human central and peripheral nervous system, its anatomy and the functions of its .organs	Course objectives

- It also deals with the endocrine and non-endocrine glands and the nature of the secretions and hormones of each .gland in the human body Then we will discuss the sensations and feelings in the human body, the physiology of emotions and motivations, the .physiology of sleep, as well as the physiology of hunger and thirst - Skill objectives: The student will acquire the skills of a scientific researcher and work on transferring and .presenting information related to physiological psychology (Research and reports), and the student learns about the impact of physiological psychology on behavior and personality .and learns about some diseases and their causes .In addition to using smart electronic means to develop students' skills in teaching methods - Emotional objectives: Developing the student’s ability to bear responsibility during the study period and work, ‘ encouraging the student to take pride in health awareness . And self-confidence , and training the student to work on educating himself with scientific information					
Teaching and learning strategies -9					
.Using modern teaching strategies (cognitive and metacognitive strategies) -1 .Using modern educational models in teaching -2 Assigning the student some activities and homework, including practical reports, and presenting them to his -3 .classmates in the lecture .Allocating a percentage of the grade to extracurricular activities -4 .Managing the practical lecture in a way that makes the student feel the importance of time management -5				Strategy	
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watch es	week
Written tests .1 Oral tests .2 Daily tests .3 Reports and .4 seminars	Lecture .1 delivery method Video .2 lectures	Course vocabulary According to the schedule	Cognitive objectives: are that: The student understand . what physiological psychology is ?How is it studied Skill objectives: The student will be able to explain .psychological phenomena	3	the first
		.(Physiological psychology		3	the second
		Neuron and its types		3	the third
		How neurons work		3	Fourth

	.3 Documentary films Discussion .4 sessions	synapse	The most important factors that affect physiological . psychology Among the skill objectives: the skill of using .educational technologies To define the nerve cell and its types Cognitive skills: Identifying types of neurons . And how it works Cognitive skills: Synapse recognition Cognitive skills: Understanding the nervous system Affective goals: Developing the student's ability to .Differentiate between types of neurons	3	Fifth
		neural gap		3	Sixth
		Types of nervous system		3	Seventh
		First exam		3	The eighth
		central nervous system		3	Ninth
		The brain and its parts, the spinal cord		3	tenth
		reflex arc		3	eleventh
		peripheral nervous system		3	twelfth
		sympathetic nervous system Parasympathetic		3	thirteenth
		brain hemispheres function		3	fourteenth
		Second exam		3	fifteenth
		The human endocrine system		3	sixteenth
		duct glands		3	seventeenth
		endocrine glands		3	eighteenth
		pituitary and thyroid glands		3	nineteenth
		Sex glands and adrenal glands		3	Twenty
		Physiology of the senses and sensation		3	twenty-one
		The third exam		3	twenty-second
		Physiology of sleep and wakefulness		3	twenty-third
		electroencephalogram		3	twenty-fourth

		Types of sleep and its disorders		3	twenty-fifth
		Physiological basis of sleep and wakefulness		3	twenty-sixth
		Physiology of learning		3	twenty-seventh
		Physiology of memory		3	twenty-eighth
		Physiology of motivation and emotions		3	twenty-ninth
		Fourth exam		3	Thirty

Final exam

Course Evaluation -11

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

Second semester exam 20 points, annual effort 40 points First semester exam 20 marks

Activities and tests: daily and monthly exams, daily preparation, final exam, 60 points

Learning and teaching resources -12

nothing	Required textbooks (methodology if any)
Physiological Psychology: An Introduction to Psychophysiological Foundations and Neurology of Human Behavior 2007	Main References (Sources)
Physiological Psychology. Abbas Mahmoud Awad 1986. Alexandria University . Egypt	Recommended mainstream books and references (scientific journals, (...reports
nothing	Electronic references, websites

cognitive psychology

Course name : Cognitive Psychology -1	
Course code: 50909309 -2	
For the semester: Annual 2024-2025 3	
Date of preparation of this description: 10/11/2024 -4	
Available attendance forms: monthly -5	
Number of study hours (total) / Number of units (total): 8 hours per month / 16 units (monthly) -6	
Name of the course supervisor (if more than one name is mentioned) -7	
Prof. Bushra Kazim Salman :Email dr.bushraalshamary@uomustansiiyah.edu.iq	
Course objectives -8	
.Cognitive objectives : 1– Enabling the student to know how to deal with knowledge .Introducing the student to the types of mental processes –2 .Conducting mental trials, understanding relationships and matters, and having a degree of knowledge –3 .Develop their ability to remember by using correct memory strategies –4 How to apply the processes to face different life situations –5	Course objectives
Teaching and learning strategies -9	

.Using the cooperative learning strategy by dividing students into groups, each group members researching a specific problem encourages students to produce a large number of ideas with the aim of developing their mental ability Brainstorming strategy .through training in generating successive and diverse ideas at the same time about a given issue Strategy : The student applies the theoretical information in the curriculum in the form of a project. This method contributes to building higher mental skills for students. Learning by doing or applying helps prevent information from being easily forgotten and .understands it more broadly than understanding it through written or audible theoretical information .It develops students' thinking and analytical skills. It uses strategies such as discussion and dialogue					Strategy
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Written tests .1 Oral tests .2 Daily tests .3 Reports .4	Lecture delivery .1 method Discussion .2.4 sessions Open questions_3	.The concept of cognitive psychology	Cognitive objectives: Students will understand . the meaning of cognitive psychology	2	the first
		The historical development of cognitive psychology	Applying scientific methods in :Skill objectives	2	the second
		Biological foundations of knowledge	public life and how to	2	the third
		Attention and the factors affecting it	Applying the Foundations of Cognitive Psychology: Developing Information	2	Fourth
		Theories that explain attention	Students in the basic concepts of cognitive psychology	2	Fifth
		First monthly exam	The meaning of the mental process, including the process of attention	2	Sixth
		Perception, its meaning, its characteristics	Cognitive Cognitive objectives: Develop students' knowledge in Basic concepts of psychology Cognitive skills: The student should know what he did	2	Seventh
		Theories that explained it		2	The eighth
		Memory, its theories, and strategies to improve memory		2	Ninth
		Forgetfulness, its types, the factors that lead to it, and the theories that explain it		2	tenth
		Completing the topic of forgetting and the experiences that determine the level of forgetting			

		information processing	Cognitive scientists find practical formulas for .knowledge	2	eleventh
		Practical applications of information processing		2	twelfth
		Information representation in the cognitive system		2	thirteenth
		Memory meaning and types		2	fourteenth
		Thinking and its theories		2	fifteenth
		Thinking styles		2	sixteenth
		Second exam		2	seventeenth
		Completion of thinking methods		2	eighteenth
		Practical application of thinking methods		2	nineteenth
		Cognitive styles		2	Twenty
		Complementing cognitive styles: practical examples of cognitive styles		2	twenty-one
		Problem solving and expertise		2	twenty-second
		Practical application by introducing a set of problems		2	twenty-third
		Language and thought		2	twenty-fourth
		Beyond knowledge		2	twenty-fifth
		Third exam		2	twenty-sixth

		Beyond Memory		2	twenty-seventh
		electronic memory		2	twenty-eighth
		Intelligence and its theories		2	twenty-ninth
		Fourth exam		2	thirty
Final exam					
Course Evaluation -11					
.The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc Second semester exam 20 points, annual effort 40 points First semester exam 20 marks Activities and tests: daily and monthly exams, daily preparation, final exam, 60 points					
Learning and teaching resources -12					
nothing			Required textbooks (methodology if any)		
Topics in Psychology: Prof. Dr. Yashra Kazem Salman, First Edition 2013			Main References (Sources)		
Thinking, its patterns and theories, Nadia Hussein Al-Afoun, Reference in Cognitive Psychology, Hassan Shehata, 2015, Modern Trends in Cognitive .Psychology, Shaza Abdul-Baqi, and Mustafa Issa, 2011			Recommended mainstream books and references (scientific journals, (...reports		
nothing			Electronic references, websites		

Scientific research methodology

Course name: Scientific Research Methodology -1	
:Course code -250909308	
Semester/Year: Annual -32024-2025	
Date of preparation of this description: 10/11/2023 -4	
Available attendance forms: monthly -5	
Number of study hours (total) / Number of units (total): 12 hours per month / 12 units (monthly) -6	
Name of the course supervisor (if more than one name is mentioned) -7	
Name: Asst. Dr. Rasool Jawad Kazim :Email rasool.jawad@uomustansiriyah.edu.iq	
Course objectives -8	
are to identify the terms related to the subject , deduce the The cognitive objectives of the scientific research method -1 elements that make up scientific research , and compare the different methods according to what is determined by the . .research problem. It also plans to organize research through an presented plan • Skill objectives: The student will acquire the skills of a scientific researcher and work on transferring and presenting information related to the scientific research methodology (research and reports), analyzing the relationships between different research methods , training learners on how to prepare a research plan (applied model), preparing a research plan in educational and psychological sciences, and using the concepts of the scientific research methodology an .employing them in serving the educational process	Course objectives

Affective objectives: Developing the student's ability to bear responsibility during the study period and work, encouraging the student to take pride in academic integrity and self-confidence , and training the student to work on . investigating scientific facts					
Teaching and learning strategies -9					
.Using modern teaching strategies (cognitive and metacognitive strategies) -1 .Using lectures, scientific discussion, cooperative learning, and educational models in teaching -2 . Individual assessment of each student and follow-up of his answers to homework –3 .Allocating a percentage of the grade to extracurricular activities -4 .Managing the practical lecture in a way that makes the student feel the importance of time management -5					Strategy
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Written tests .1 Oral tests .2 Daily tests .3 Reports and .4 seminars	Lecture .1 delivery method Video .2 lectures .3 Documentary films Discussion .4 sessions	Scientific research, the importance .scientific research	Cognitive objectives: are that: The student understands importance	3	the first
		Scientific researcher specifications	Scientific research methods	3	the second
		Assumptions on which the scientific method is based	. And the assumptions on which it is based	3	the third
		The problem with the search	Skill objectives: The student should be able to distinguish the extent to which	3	Fourth
		The importance of the research, its objectives, hypotheses and terminology	Benefiting from research methods and their applications in	3	Fifth
		Initial procedures	. Field of educational and psychological sciences	3	Sixth
		Historical research method	Cognitive skills: Understanding historical research	3	Seventh
		What does the historical research method investigate	And determine its steps	3	The eighth
		The first exam is monthly	Learn about the most important means of collecting information	3	Ninth
			In the scientific research methodology		

		Steps of historical research	Affective goals: developing the student's ability To bear the responsibility of .As a member of a joint research team	3	tenth
		Defining the historical research problem		3	eleventh
		Collecting scientific material		3	twelfth
		Evaluation or critique of scientific material		3	thirteenth
		Hypothesis formulation		3	fourteenth
		Interpretation of results and writing reports		3	fifteenth
		Descriptive research method		3	sixteenth
		Second exam		3	seventeenth
		Descriptive research steps		3	eighteenth
		Types of descriptive research		3	nineteenth
		Experimental research method		3	Twenty
		Steps of experimental research: conducting the experiment		3	twenty-one
		Laboratory and non-laboratory experiments		3	twenty-second
		Third exam		3	twenty-third
		Experiments are conducted over short or long periods of time, depending on the time		3	twenty-fourth
		Samples of experimental designs		3	twenty-fifth
		Search tools		3	twenty-sixth
		Samples		3	twenty-seventh
		Statistics, its branches and areas of use		3	twenty-eighth

		How to write a scientific research - research plan and how to Presenting results and writing source		3	twenty-ninth
		Fourth exam		3	thirty
Final exam					
Course Evaluation -11					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, .reports, etc Second semester exam 20 points, annual effort 40 points First semester exam 20 marks Activities and tests: daily and monthly exams, daily preparation, final exam, 60 points					
Learning and teaching resources -12					
nothing			Required textbooks (methodology if any)		
Research Methods in Education and Psychology, Sami Muhammad Malhar			Main References (Sources)		
Research Methods in Educational and Psychological Sciences, Raja Abu Al Research Methods in Educational and Psychological Sciences, Abdullah Falah Al-Munaizil Scientific research methods: an applied perspective. Fayez Juma Al-Najjar .and others			Recommended mainstream books and references (scientific journals, (...reports		
nothing			Electronic references, websites		

Decisions

Stage Four

Observation and application (practical education)

Course name -1: Observation and Application (Science Education)	
:Course code -250909409	
Semester/Year: Annual-32024-2025	
Date of preparation of this description: 10/11/2024 -4	
Available attendance forms: Weekly -5	
Number of study hours (total) / Number of units (total): 8 hours per month / 8 units per month -6	
Name of the course supervisor (if more than one name is mentioned) -7	
Name: M.M. Sara Mohammed Abdul Redha :Email sarah.m.abdul-r@uomustansiriyah.edu.iq	
Course objectives -8	
• :The cognitive objectives of the observation and application material are .Introducing students to what practical education is -1	Course objectives

.Introducing students to the practical education stage -2 :Skill objectives - .Explain the view and application before application - .How to prepare applicators for their school application					
Teaching and learning strategies -9					
.Using exploratory learning through annual reports -1 .Using cooperative learning through seminars to train them for application -2 .Using modern teaching methods so that they can benefit from them in application -3 .Use plan preparation notebooks and teach them how to write it -4				Strategy	
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
.Daily tests - .Monthly exams - Evaluation of scientific and educational supervisors	How to give a - .lecture Discussion - Field visit to - some Schools for .viewing purposes	The concept of practical .education .Stages of practical education - .The reality of practical education	.Learn the basics of practical education- Ability to manage the class by- .The applied teacher The ability to make an initial diagnosis of - students from By giving lessons in the university .classroom	2	the first
		The concept of the teaching .profession Ethics of the teaching - .profession		2	the second
		.Modern roles of the teacher		2	the third
		.The effective teacher-Characteristics of an effective teacher		2	Fourth

		Classroom management (types - factors for its success) Methods to avoid in - Classroom management		2	Fifth
		Methods to be followed in - .classroom management How a teacher manages the .class successfully		2	Sixth
		Bloom's pyramid for classifying procedural :objectives according to .Learning levels		2	Seventh
		.Classroom teaching skills- Components of classroom teaching skills		2	The eighth
		First semester/first month exam		2	Ninth
		Teaching methods, types		2	tenth
		.Teaching stimuli .Types of teaching stimuli		2	eleventh
		- Lesson presentation methods - Discussion .method - Problem solving .method		2	twelfth
		- Cooperative .learning method		2	thirteenth

		- Brainstorming .method			
		- Role playing .method - Blended learning .method		2	fourteenth
		Ways to close the lesson		2	fifteenth
		First semester exam/second mor		2	sixteenth
		Tips and advice for the student applying before starting .In practical application		2	seventeenth
		Lesson plan template, training students on how to write a lesso .plan		2	eighteenth
		Training lesson for students .inside the university classroom		2	nineteenth
		Training lesson for students in t university classroom		2	Twenty
		Training lesson for students in t university classroom		2	twenty-first
		Second semester exam/first mor		2	twenty-second
		Practical application period for students of the College of Education		3	twenty-third

		Practical application period for students of the College of Education		3	twenty-fourth
		Practical application period for students of the College of Education		3	twenty-fifth
		Practical application period for students of the College of Education		3	twenty-sixth
		Practical application period for students of the College of Education		3	twenty-seventh
		Practical application period for students of the College of Education		3	twenty-eighth
		Notes on learning psychology during application		2	twenty-ninth
		Psychology Curriculum Feedback Report During application		2	twenty-eighth
		Advantages of the application. Difficulties or disadvantages of the .application		2	twenty-ninth
		The most important suggestions for developing the ..application		2	thirty

		Student evaluation of the application in terms :of Gain experience and prepare			
Final exam					
Course Evaluation -11					
:The final grade for the practical education subject is (100) points, distributed as follows Second semester exam (10) marks Report (5) marks Course teacher: First semester exam (10) marks Activities and tests Daily exams and daily preparation (5) points Scientific Supervisor: (30) points Educational Supervisor: (30) points					
Learning and teaching resources-12					
nothing			Required textbooks (methodology if any)		
General Teaching Methods and Their Evaluation Dr. Muhammad bin Abdullah Al-Qasaymeh Prof. Dr. Abdul-Hayy Ahmed Al-Subhi General Teaching Methods Prof. Dr. Muhammad Mahmoud Al-Hila, Prof. Dr. Tawfiq Ahmed Marai			Main References (Sources)		
Abdul Rahman Saleh Al-Azraq, Educational Psychology for Teachers, 1st ed., Tripoli .International Scientific Library, Tripoli Student Guide to Practical Education			Recommended mainstream books and references (scientific journals, (...reports		
nothing			Electronic references, websites		

Special education

Course name -1: Special Education	
Course code: 80490905 -2	
Semester/Year: Annual -32024-2025	
Date of preparation of this description: 10/11/2024 -4	
Available attendance forms: Weekly -5	
Number of study hours (total) / Number of units (total): 8 hours per month / 8 units per month -6	
Name of the course supervisor (if more than one name is mentioned) -7	
Name: Dr. Rana Abdel Moneim Karim :Emailranaaz_dr@uomustansiriyah.edu.iq	
Course objectives -8	
• :The cognitive objectives of special education are .Introducing students to what special education is -1 °Who are the categories covered by special education-2 : Skill objectives	Course objectives

.Initial diagnosis of special education categories -1 .How to deal with special education classes -2					
Teaching and learning strategies -9					
1. .Using exploratory learning through annual reports 2. .Using cooperative learning through study circles 3. .Use educational videos to explain each category of special education				Strategy	
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	hours	week
.Daily tests -1 .Monthly exams -2 Annual Report -3	The method of -1 .giving the lecture How to display -2 scientific films that document For special categories Field visit to schools -3 Special education and .its classes	.The concept of special education - The historical development of special .education	.Identify special education categories- .Ability to teach special education classes- The ability to make an initial diagnosis some .Special education categories	2	the first
		The importance of studying special .education .Special education categories -		2	the second
		.Mental disability (definition, types)		2	the third
		.Mental disability (causes)		2	Fourth
		Learning difficulties (definition) . (diagnosis		2	Fifth
		Learning difficulties (causes) . (educational situation Methods of teaching people with special needs		2	Sixth

		Diagnostic and Therapeutic Teaching Strategy Direct teaching strategy_2			
		Teaching strategy through play_3 Multiple Intelligences Strategy_4 Educational bags_5		2	Seventh
		Peer teaching strategy_6 Management of special needs classes_ and their care programs .Emotional disorders (diagnosis, types)		2	The eighth
		First semester/first month exam		2	Ninth
		.Behavioral disorders (definition, types)		2	tenth
		.Behavioral disorders (diagnosis, causes)		2	eleventh
		communication disorders .Language disorder (definition and types)		2	twelfth
		.Language disorder (causes)		2	thirteenth
		.Speech disorder (definition, types)		2	fourteenth
		.Language disorder (causes)		2	
		First semester exam/second month		2	fifteenth
		.Hearing impairment (definition, types)		2	sixteenth
		.Hearing impairment (causes, diagnosis)		2	seventeenth
		Visual impairment (definition, types)		2	eighteenth
		.Visual impairment (causes, diagnosis)		2	nineteenth
		.Physical disability (definition, types)		2	Twenty
		.Physical disability (causes, diagnosis)		2	twenty-first

		Second semester exam/first month		2	twenty-second		
		Practical application period for students of the College of Education		twenty-third			
		Practical application period for students of the College of Education		twenty-fourth			
		Practical application period for students of the College of Education		twenty-fifth			
		Practical application period for students of the College of Education		twenty-sixth			
		Practical application period for students of the College of Education		twenty-seventh			
		Practical application period for students of the College of Education		twenty-eighth			
		.Creativity (definition, who is creative)		2	twenty-ninth		
		Creativity (degrees of creativity, types of creativity)	2	twenty-eighth			
		Second semester exam/second month	2	twenty-ninth			
		General review	2	thirty			
		Final exam					
		Course Evaluation -11					
:Final exam score (100) points, distributed as follows Second semester exam (10) marks Report (10) marks First semester exam (10) marks Activities and tests Daily and monthly exams and daily preparation (10) Final exam marks (60) marks							
Learning and teaching resources -12							
nothing			Required textbooks (methodology if any)				

Fawzia, Wael Al-Sharman, and Yahya Al-Qabali (2011). Fundamentals of Special Education. Expanded and Revised Edition. Dar Al-Masirah for .Publishing and Distribution. Amman	Main References (Sources)
• Jalal, Ahmed Saad (2008). Psychology of Homosexuals. International House .Cultural Investments. Cairo, Egypt	Recommended mainstream books and references (scientific journals, (...reports
Gulf Children's Website/People with Special Needs http://www.gulfkids.com/ar/index.php?action=show_res&r_id=68&topic_id	Electronic references, websites

Measurement and Evaluation

Course name : Measurement and Evaluation -1
50909402 : Course code -2
Semester/Year: Annual -32024-2025
Date of preparation of this description: 10/11/2024 -4
Available attendance forms: monthly -5
Number of study hours (total) / Number of units (total): 12 hours per month / 12 units (monthly) -6
Name of the course supervisor (if more than one name is mentioned) -7
Prof. Dr. Amal Ismail Ayez :Emaildr.amelayyez@ uomustansiriyah.edu.iq Prof. Dr. Amal Ismail Hussein :Emailamalhouseen@uomustansiriyah.edu.iq

Course objectives -8					
describe Measurement and the calendar in The two parts the first The second For the year :Cognitive objectives Academic It is done study Concepts Measurement And the test And types Tests Achievement The method Academic The goal Educational And types Goals educational And classification Bloom For goals educational and the calendar In its various types, In addition to map Experimental and characteristics Statistics For paragraphs Test And . specifications Test good and means Non-experimental • Skill objectives: The student will acquire the skills of a scientific researcher and work on transferring and presenting special information. By measurement and evaluation (research and reports) The student will learn about the types of achievement tests , as well as the use of smart electronic means to develop the .student's skills in teaching methods • Emotional objectives: Developing the student's ability to bear responsibility during the study period and work, encouraging the student to take pride in health awareness And self-confidence , and training the student for teaching work and scientific research					Course objectives
Teaching and learning strategies -9					
.Using modern teaching strategies (cognitive and metacognitive strategies) -1 .Using modern educational models in teaching -2 Assigning the student some activities and homework, including practical reports, and presenting them to his -3 .classmates in the lecture .Allocating a percentage of the grade to extracurricular activities -4 .Managing the practical lecture in a way that makes the student feel the importance of time management -5					Strategy
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Written tests .1		Course vocabulary according to		3	the first

Oral tests .2 Daily tests .3 Reports and .4 seminars	Lecture -1 -2 Brainstorming Discussion -3 sessions	Timetable (practical + theoretical The concept of measurement and .evaluation	Cognitive objectives: A - Knowledge and understanding: Making the student able to :The measurement is that A1- Know the terms of assessment and .testing A2- Distinguish between the terms .measurement and evaluation . And the test A3- Knows the importance of both measurement and evaluation in . The educational process Skill objectives: The student should be able to : Know measurement, testing, evaluation .and the most important factors that affect On the scale Among the skill objectives: the skill of using The most important means of evaluation .Teacher's work Know the steps of constructing an -1 .achievement test . Know the specifications of a good test -2 .Know the types of non-testing methods -3	3	the second
		Types of student evaluation		3	the third
				3	Fourth
		Educational goals and their importance in Educational process and preparation Test map		3	Fifth
		First month exam of the semester the first		3	Sixth
		Achievement tests First: Oral exam Second: Written tests :Tests based on -1 The basis for giving the answer by :The student is		3	Seventh
		A- The non-essay test .The specified one .B- Short tests C- Supplementary test .D- Test: Fill in the blanks Tests based on -2 Basis for choosing the answer by :The student is A- Multiple choice test .B- Matching test		3	The eighth

		.C- True or false test .Third: Performance tests			
		Second month exam for the first semester		3	Ninth
		Chapter Five: Test Construction My achievement is the statistical .analysis of the paragraphs A- Ease and difficulty factors .B- Discriminating power		3	tenth
		B-Discriminating power and compare it with the table Abel		3	eleventh
		C- The effectiveness of wrong alternatives		3	twelfth
		:Specifications of a good test		3	thirteenth
		Test validity and its types		3	fourteenth
		Factors affecting test validity		3	fifteenth
		Stability and methods of extracting it			sixteenth
		Pearson's equation		2	seventeenth
		Spearman - Brown equation inclusiveness		3	eighteenth
		Objectivity, ease of procedure and application		3	nineteenth
		Stability Transactions Applications		2	Twenty

		Stability Transactions Applications		2	twenty-one
		Stability Transactions Application			twenty-second
		Practical application period for students of the College of Education		3	twenty-third
		Practical application period for students of the College of Education		3	twenty-fourth
		Practical application period for students of the College of Education		3	twenty-fifth
		Practical application period for students of the College of Education		3	twenty-sixth
		Practical application period for students of the College of Education		3	twenty-seventh
		Practical application period for students of the College of Education		3	twenty-eighth

		Testing methods: observation, interview, questionnaire, evaluation lists, school card		3	twenty-ninth
		Second month exam for the second semester		3	thirty
Final exam					
Course Evaluation -11					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc Second semester exam 20 points, annual effort 40 points First semester exam 20 marks Activities and tests: daily and monthly exams, daily preparation, final exam, 60 points					
Learning and teaching resources -12					
nothing			Required textbooks (methodology if any)		
.Ayez, Amal Ismail (2008): Measurement and Evaluation Lectures, unpublished .College of Education, Al-Mustansiriya University			Main References (Sources)		
Measurement and Evaluation by Dr. Sabah Hussein Al-Ajili, Dr. Anwar -1 .Hussein, Dr. Mustafa Al-Imam (1990 AD) Measurement and Evaluation in Education and Psychology, Dr. Sami -2 .Muhammad Malham (2002 AD)			Recommended mainstream books and references (scientific journals, ...reports		
nothing			Electronic references, websites		

Educational administration

Course name: Educational Administration -1	
50909407 :Course code -2	
Semester/Year: Annual -32024-2025	
Date of preparation of this description: 10/11/2024 -4	
Available attendance forms: monthly -5	
Number of study hours (total) / Number of units (total): 8 hours per month / 16 units (monthly) -6	
Name of the course supervisor (if more than one name is mentioned) -7	
Name: Prof. Dr. Montaha Abdul Zahra Mohbis	
:Emaildr.muntaha@uomustansiriyah.edu.iq	
Course objectives -8	
• .of management with a focus on business administration Teaching students the principles • Focus on providing a general administrative culture • Focus in examples on administrative aspects in educational and teaching institutions	Goals Study material

- Stimulating students' abilities through intellectual and analytical questions - Linking theories , analyses , and problems Administrative in reality - Teaching students how to make management decisions					
Teaching and learning strategies -9					
.Using modern teaching strategies (cognitive and metacognitive strategies) .1 .Using modern educational models in teaching 2 Assign the student some activities and homework, including practical reports, and present them to his classmates in .3 .the lecture .Allocate a percentage of the grade to extracurricular activities .4 .Managing the practical lecture in a way that makes the student feel the importance of time management -5				Strategy	
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	First week
Written tests .1 Oral tests .2 Daily tests .3 Reports and .4 seminars	Discussion -1 method Lecture -2 method Use lectures -3 PowerPoint	Chapter One The concept of management and its importance Types of management Management levels	Knowledge of general management concepts Knowing how management thought has evolved	2	the first
		Historical development of management thought Modern traditional behavioral school	Knowledge of administrative leadership functions	2	the second

		Chapter Two	and its concept Leadership theories and methods	2	the third
		The concept of leadership methods His theories and	Knowing the essential elements of leadership	2	Fourth
		Essential Elements of Leadership and contemporary school management standards	Contemporary school management standards	2	Fifth
		First monthly exam	Knowledge and characteristics of a successful school principal	2	Sixth
		The specifications of a successful school principal and the skills required for school administration staff	and the skills required for management staff school	2	Seventh
		School management methods	Knowledge of school management methods and factors	2	The eighth
		Factors influencing the selection of - school principal	Influential factors in the school principal choice of administrative behavior pattern as well as school administration relations	2	Ninth
		For the administrative behavior pattern, - the school administration's relationship with the practical directorate of education, teachers, students and their parents	In the practical directorate of education with teachers, students and their parents	2	tenth
		The meaning of the school system, its importance, and school discipline and its types	Knowing the school system, its meaning and importance		Eleventh
		Administrative, technical and organizational duties and tasks of the school principal	School discipline and its types		
		Second exam	Knowledge of business and tasks		
		Informed about the classroom management	Administrative, technical and organizational responsibility of the school principal		
		The role of the teacher management	Knowledge of classroom management The role of the teacher in management		

		.How to lead a class and emerging educational methods In the current era	Knowing how to lead a class and educational methods New in the current era	2	twelfth
		Administrative work and tasks Business and art The work and organization of the school principal	Knowledge of business and administrative and technical tasks and organizational of the school principal	2	fourteenth
		The concept of educational supervision Its types and goals		2	fifteenth
		and human relations		2	sixteenth
Individual educational supervision methods		2		seventeenth	
Collective educational supervision methods		2		eighteenth	
Evaluation in educational supervision is related to .students		2		nineteenth	
First exam of the semester the second				Twenty	
Evaluation in educational supervision For teachers and principal				twenty-one	
Calendar related to school and other elements				twenty-second	
Practical application period for students of the College of Education		2		twenty-third	

	Practical application period for students of the College of Education		2	twenty-fourth
	Practical application period for students of the College of Education			twenty-fifth
	Practical application period for students of the College of Education		2	twenty-sixth
	Practical application period for students of the College of Education		2	twenty-eighth
	Types of supervision		2	twenty-ninth
	Second exam, second semester			thirty
Final exam				
Course evaluation –11				
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, .reports, etc Second semester exam 20 points, annual effort 40 points First semester exam 20 marks Activities and tests: daily and monthly exams and daily preparation Final exam 60 marks				
Learning and teaching resources				
nothing		Required textbooks (methodology if any)		

Al-Zuhairi, Ibrahim Abbas (2008). School and Classroom Management: A Total -1 Quality Perspective / Dar Al-Fikr Al-Arabi Al-Salibi Mahmoud Eid Al-Mailam (2008). Total Quality and Leadership Styles, 1st -2 .ed., Al-Hamed Publishing and Distribution House, Amman Al-Hariri, Rafid Omar (2007). Preparing Administrative Leaderships in Schools: The -3 .Future in Light, Dar Fikr Al-Arabi, First Edition, Amman	Main References (Sources)
nothing	Electronic references, websites

Economics of Education

Course name: Economics of Learning -1	
50909406 :Course code -2	
Semester/Year: Annual-32024-2025	
Date of preparation of this description: 10/11/2024 -4	
Available attendance forms: monthly -5	
Number of study hours (total) / Number of units (total): 8 hours per month / 16 units (monthly) -6	
Name of the course supervisor (if more than one name is mentioned) -7	
Name: A.M. Israa Hussein Samisem	
:Email dr.asraa@ uomustansiriyah.edu.iq	
Course objectives -8	
1- . The student should know the meaning of educational economics 2- .To distinguish between the economics of education and other branches of economics .To learn the most important methods, fields and skills related to educational economics	Course objectives

Skill objectives: The student will acquire the skills of a scientific researcher and work on transferring and presenting information related to the economics of learning (research and reports), and the student will become familiar with the forms of the economics of learning and the methods for developing it Affective objectives: Developing the student's ability to bear responsibility during the study and work period, and encouraging the student to take pride in economic awareness					
Teaching and learning strategies -9					
.Using modern teaching strategies (cognitive and metacognitive strategies) -1 .Using modern educational models in teaching -2 Assigning the student some activities and homework, including practical reports, and -3 .presenting them to his classmates in the lecture .Allocating a percentage of the grade to extracurricular activities -4 .Managing the practical lecture in a way that makes the student feel the importance of time management -5					Strategy
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Written tests .1 Oral tests .2 Daily tests .3 Reports and .4 seminars	Lecture .1 delivery method Video .2 lectures	Course vocabulary According to the schedule (practical + theoretical)	Cognitive objectives: The student will understand what mental health is .How to enhance it, and how to study it Skill objectives: The student will be able to explain .Economic phenomena Among the skill objectives: the skill of using	2	the first
		The concept of learning economics		2	the second
		His goals		2	the third

	.3 Documentary films Discussion .4 sessions	Reasons for interest in studying the economics of education	The most important means of enhancing .economics of learning :Cognitive skills :After completing this course you should be :The student is able to Knowing the concept of -1 educational economics and its .importance Identify the reasons for interest -2 .in educational economics to Knowing the skills required -3 establish a productive institution. Without skills, the economy does not .grow or develop Identifying the relationship -4 between the economics of education .and other sciences :Cognitive skills Cooperative learning -1 Training courses -2 Problem solving -3 Self-learning -4 emotional goals	2	Fourth
		Research areas in the economics of education		2	Fifth
		Possibilities of benefiting from the economics of education		2	Sixth
		Dimensions of educational economics		2	Seventh
		The first exam is monthly		2	The eighth
		Pioneers of Education Economics		2	Ninth
		The relationship of educational economics to other sciences		2	tenth
		The roles of educational science in building economies		2	eleventh
		The role of financing in the effectiveness of the education system		2	twelfth
		Factors affecting education spending		2	thirteenth
		Reasons for interest in funding sources		2	fourteenth
		Modern methods of measuring the costs of education		2	fifteenth
		Second exam		2	sixteenth

		A historical overview of the economic concepts of educational costs	should train on The student -1 how to activate verbal and non-verbal communication skills with .the subject teacher The student should practice -2 .correct follow-up inside the hall The student should practice -3 social communication skills with .his colleagues	2	seventeenth
		Foundations for estimating the cost of education		2	eighteenth
		The concept of educational costs		2	
		Educational cost elements		2	nineteenth
		Types of costs in education		2	Twenty
		Measuring the costs of education		2	twenty-one
		The third exam		2	twenty-second
		Practical application period for students of the College of Education		2	twenty-third
		Practical application period for students of the College of Education		2	twenty-fourth
		Practical application period for students of the College of Education		2	twenty-fifth
		Practical application period for students of the College of Education		2	twenty-sixth

		Practical application period for students of the College of Education		2	twenty-seventh
		Practical application period for students of the College of Education		2	twenty-eighth
		Educational costs steps: The modern method for calculating educational waste		2	twenty-ninth
		Fourth exam		2	thirty
Final exam					
Course Evaluation-11					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, .reports, etc Second semester exam 20 points, annual effort 40 points First semester exam 20 marks Activities and tests: daily and monthly exams, daily preparation, final exam, 60 points					
Learning and teaching resources-12					
nothing			Required textbooks (methodology if an		
. Modern Education Economics book by Dr. Mahmoud Abdeen			Main References (Sources)		
The Economics of Education in the GCC Countries			Recommended mainstream books and references (scientific journals, (...reports		
nothing			Electronic references, websites		

Philosophy of Education

Course name: Philosophy of Education -1	
50909405 :Course code -2	
Semester/Year: Annual 2024-2025-3	
Date of preparation of this description: 10/11/2024 -4	
Available attendance forms: monthly -5	
Number of study hours (total) / Number of units (total): 12 hours per month / 16 units (monthly) -6	
Name of the course supervisor (if more than one name is mentioned) -7	
Name: Asst. Prof. Dr. Nisreen Khalil Hussein :Emailmissnisreenkhali@uomustansiriyah.edu.iq	
Course objectives -8	
:Cognitive objectives	Course objectives

.Identify educational views throughout philosophical history -1 .Gaining knowledge about the teaching methods used by educational philosophers -2 Skill objectives: - It is possible to benefit from the educational opinions of great philosophers and apply them in the field of teaching The student should master the skills and experiences of all contemporary educational theories, the skills of -1 .scientific research and work :Emotional goals .Developing the student's ability to bear responsibility during the study and work period -1 Encouraging the student to be proud of his educational awareness and self-confidence, and training the -2 .student to work on identifying what is right and wrong					
Teaching and learning strategies -9					
.Using modern teaching strategies (cognitive and metacognitive strategies) -1 .Using modern educational models in teaching -2 Assigning the student some activities and homework, including practical reports, and -3 .presenting them to his classmates in the lecture .Allocating a percentage of the grade to extracurricular activities -4 .Managing the practical lecture in a way that makes the student feel the importance of time management -5					Strategy
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Written tests .1	Lecture .1	Course vocabulary according to	Cognitive objectives: The student should	2	the first
Oral tests .2	delivery method	Timetable (practical + theoretical	understand what the philosophy of education	2	the second
Daily tests .3	Video lectures .2	The concept of educational philosophy	.is		

Reports and seminars .4	Documentary films Discussion .4 sessions		How to enhance it, how to study it, and what its function is Skill objectives: The student will be able to identify		
		Definition of education in language and terminology Definition of philosophy in language and terminology	.Educational views throughout the ages Among the skill objectives: the skill of using the most important means Teaching methods that educational philosophers have said	2	the third
		The relationship between philosophy and education	Cognitive skills: It is possible to benefit from	2	Fourth
		Ideal education - Plato's model	Educational opinions and their application in the classroom	2	Fifth
		Realistic Education - Realistic Education Trends	Skills: Masters skills and experiences	2	Sixth
		Aristotle's model of realism	.All modern educational theories and contemporary	2	Seventh
		The first exam is monthly	Cognitive skills: Identifying the most important means of collecting	2	The eighth
		Education in the Islamic era	Information in educational research	2	Ninth
		Al-Farabi and Ibn Sina	:Emotional goals	2	tenth
		Al-Ghazali	Developing the student's ability to bear his responsibility as a member	2	eleventh
		Ibn Khaldun	Educator in the community. And tends to participate	2	twelfth
		Education in pragmatist philosophy	Working together as a team to succeed in	2	thirteenth
		Pragmatism Model: John Dewey	His professional life and sound ethical conduct	2	fourteenth
		Second exam	And effective communication between members of society	2	fifteenth
		Characteristics of the teacher in pragmatist philosophy		2	sixteenth
		Pragmatist teaching methods		2	seventeenth
		Education in existential philosophy		2	eighteenth

		Teaching methods in existential philosophy		2	nineteenth
		Teacher and learner in existential philosophy		2	Twenty
		Education in the philosophy of logical positivism		2	twenty-one
		Third exam		2	twenty-second
		Practical application period for students of the College of Education		2	twenty-third
		Practical application period for students of the College of Education		2	twenty-fourth
		Practical application period for students of the College of Education		2	twenty-fifth
		Practical application period for students of the College of Education		2	twenty-sixth
		Practical application period for students of the College of Education		2	twenty-seventh
		Practical application period for students of the College of Education		2	twenty-eighth

		Education in the philosophy of logical positivism (The teacher and teaching method)		2	twenty-ninth
		Fourth exam		2	thirty
Final exam					
14. Course Evaluation					
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, .reports, etc Second semester exam 20 points, annual effort 40 points First semester exam 20 marks Activities and tests: daily and monthly exams, daily preparation, final exam, 60 points					
15. Learning and teaching resources					
nothing			Required textbooks (methodology if any)		
Hussein, Nisreen Khalil, The Philosophy of Education according to John .Locke, Master's Thesis 2009 Hussein, Nisreen Khalil, The Philosophy of Education in Herbert .Spencer			Main References (Sources)		
Mustafa Amin, History of Education, 1925 Paul Munro, translated by Saleh Abdel Aziz, The Reference in the History Education, 1953 John Dewey, Experience and Education, 1954			Recommended mainstream books and references (scientific journals, (...reports		
nothing			Electronic references, websites		

Teaching thinking

Course name: Teaching Thinking -1	
Course code: 50909403 -2	
Semester/Year: Annual-32024-2025	
Date of preparation of this description: 10/11/2024 -4	
Available attendance forms: monthly -5	
Number of study hours (total) / Number of units (total): 4 hours per month / 16 units per month -6	
Name of the course supervisor (if more than one name is mentioned) -7	
.Name: ProfDr. Lamia Yassin Zgheir :Email <u>dr.lamya.yassin@gmail.com</u>	
Course objectives -8	
: Cognitive objectives	Course objectives

Exchange experiences by participating in communities of practice with colleagues to exchange ideas and successful strategies. To -1 continuously learn by engaging in continuing professional development to learn about new learning theories and innovative teaching strategies. Using technology to enhance teaching and provide interactive and thought-provoking learning experiences -2. Training in questioning is also encouraged by developing the skill of asking open-ended, in-depth questions that encourage learners to think critically and analytically. - : Emotional goals Think outside the box and adopt unconventional and innovative teaching methods to engage learners and stimulate their thinking -1 . Learn from experience by experimenting with new teaching strategies and evaluating their effectiveness in enhancing learners' critical thinking. • : Skill objectives Self-development, which includes working on improving personal capabilities (research and reports), communication, classroom -1 management, and empathy to create a supportive educational environment.					
Teaching and learning strategies -9					
.Using modern teaching strategies (cognitive and metacognitive strategies) -1 .Using modern educational models in teaching -2 Assigning the student some activities and homework, including practical reports, and presenting them -3 .to his classmates in the lecture .Allocating a percentage of the grade to extracurricular activities -4				Strategy	
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Written tests .1 Oral tests .2 Daily tests .3		Course vocabulary according to Timetable (practical + theoretical)	:Cognitive objectives: are should understand what teaching thinking is and The student .how to enhance it	2	the first

Reports and .4 seminars	Lecture .1 delivery method Lectures .2 Activities .3 to enhance thinking skills Discussion .4 sessions	The concept of teaching thinking at the importance of thinking	.And how it is studied :Skill objectives The student should be able to explain psychological -1 .phenomena The most important factors that affect the acquisition of thinking .skills To develop the skill of using the most important means of -2 .enhancing the teaching of thinking :Cognitive skills Identifying the dimensions of thinking -1 .And theories of thinking are its basic components .Identify the most important thinking strategies -2 emotional goals Developing the student's ability to bear his responsibility -1 .As a member to promote mental health awareness	2	the second
		Characteristics of thinking		2	the third
		Levels of thinking		2	Fourth
		Thought Stimulants		2	Fifth
		Thinking functions		2	Sixth
		Types of thinking		2	Seventh
		The first exam is monthly		2	The eighth
		thinking skills		2	Ninth
		Classification of thinking		2	tenth
		Thinking processes and their obstacles		2	eleventh
		Thinking influences		2	twelfth
		Factors for the success of teaching thinking teacher, school and classroom) environment		2	thirteenth
		Thinking and its relationship to Bloom's taxonomy		2	fourteenth
		Second exam		2	fifteenth
		Thinking strategies		2	sixteenth
		critical thinking		2	seventeenth
		creative thinking		2	eighteenth
		Problem solving and decision making		2	nineteenth
		Probing Thinking, Habits of Mind		2	Twenty

		Thinking education programs		2	twenty-one
		Third exam		2	twenty-second
		Practical application period for students of the College of Education		2	twenty-third
		Practical application period for students of the College of Education		2	twenty-fourth
		Practical application period for students of the College of Education		2	twenty-fifth
		Practical application period for students of the College of Education		2	twenty-sixth
		Practical application period for students of the College of Education		2	twenty-seventh
		Practical application period for students of the College of Education		2	twenty-eighth
		The Court and the Six Hats Progra		2	twenty-ninth
		Fourth exam		2	thirty

Final exam	
16. Course Evaluation	
.The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc Second semester exam 20 points, annual effort 40 points First semester exam 20 marks Activities and tests: daily and monthly exams, daily preparation, final exam, 60 points	
17. Learning and teaching resources	
nothing	Required textbooks (methodology if any)
Teaching Thinking Fathi Jarwan 2007 2– Teaching Thinking Muhammad Bakr Noufal 2007 3– Teaching Thinking Naifa Qatami 4– Teaching Thinking Hassan Abu Zeitoun Teaching Thinking /5–0 Dr. Ibrahim Ahmed Muslim Al–Harthi 2009 6– Teaching Thinking Through Reading Dr. Rasha Abdullah 2014 Teaching thinking and its skills: exercises and practical –6 applications: Dr. Saeed Abdel	Main References (Sources)
	Recommended mainstream books and references (scientific journals, reports...)
nothing	Electronic references, websites

behavior modification

Behavior Modification :Course name -1	
50909404 :Course code -2	
Semester/Year: Annual -32024-2025	
Date of preparation of this description: 10/11/2024 -4	
Available attendance forms: monthly -5	
/ Number of study hours (total) / Number of units (total): 8 hours per month -616 units (monthly)	
Name of the course supervisor (if more than one name is mentioned) -7	
Wahida Hussein Ali .Name: Prof. Dr :Emailwaheda2002@uomustansiriyah.edu.iq	
Course objectives -8	
:After completing this course, the student should be able to : objectives .To know the meaning of behavior modification -1 .To distinguish between types of behavior -2 To know his theories -3 4- .Human nature and the relationship of man to the environment in which he lives Knowledge 5- Knowing the laws and principles of behavior and knowing what we expect from the child, when we expect it, and the . appropriate levels of behavior that are appropriate for the child's age group	Course objectives

So that we do not expect more from them than they are capable of at each stage of growth, and how we help them grow .on the right path 6 .Identifying normal and abnormal behavior that suits each stage of the individual - Skill objectives: The student will be able to explain psychological phenomena and the most important factors that affect . behavior . Among the skill objectives: the skill of using the most important means of promoting healthy behavior .Cognitive skills: Recognizing normal and abnormal behavior , the difference between them, and how to diagnose them . Cognitive skills: identifying mental abilities among individuals :Cognitive skills Identify the most important means of collecting information about behavior. Modifying the environment to suit the -1 .specifications and conditions necessary to achieve optimal growth .Parents should understand their children’s developmental characteristics to help them deal with them -2 .Understanding the social problems related to the growth and development of personality and the factors causing them Controlling and evaluating individual behavior, which helps achieve a better level of psychological, educational, social .and professional harmony and achieve positive mental health				
Teaching and learning strategies -9				
.Using modern teaching strategies (cognitive and metacognitive strategies) -1 .Using modern educational models in teaching -2 Assigning the student some activities and homework, including practical reports, and presenting them to his -3 .classmates in the lecture .Allocating a percentage of the grade to extracurricular activities -4 .Managing the practical lecture in a way that makes the student feel the importance of time management -5				Strategy
Course structure -10				
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches week

1. Written tests 2. Oral tests 3. Daily tests 4. Reports and seminars	1. Method of giving lectures 2. Video lectures 3. Documentary films 4. Discussion sessions	The concept of behavior - Learning and its relationship to behavior modification Behavior modification areas -	.The student graduates with knowledge of psychology He can distinguish between the mind, the feeling and the subconscious Normal and abnormal behavior and knowledge of individual differences between individuals That students become familiar with the subject of global psychology Students should know the meaning of behavior -2 .and the influencing factors Students should learn about mental processes and influencing factors That students become familiar with the theories -4 .that explain learning Preparing students scientifically, professionally -5 :and culturally through Knowledge of theoretical, educational and psychological concepts And understand the basic principles that qualify them to be Teachers and educational counselors in schools .affiliated with the Ministry of Education Enabling students to apply scientific methods in -6 Addressing problems and situations within the school	3	the first
				3	the second
		Principles of learning Conditions under which the learning process occurs		3	the third
		Learning theories and their applications in behavior modification		3	Fourth
		General characteristics of human behavior		3	Fifth
		Behavioral trend characteristics		3	Sixth
		First monthly exam		3	Seventh
		The importance of behavior modification		3	The eighth
		Behavior modification plan		3	Ninth
		Conditional behavior modification techniques Procedural behavior modification techniques		3	tenth
		Comparison between conditional and procedural behavior modification methods		3	eleventh
		Second exam for the first semester		3	twelfth
		Modifying children's behavior		3	thirteenth

		Modifying adolescent behavior in educational fields		3	fourteenth
		Specialized methods in psychological counseling and behavior modification		3	fifteenth
		Cognitive theory methods in behavior modification		3	sixteenth
		Third exam, second semester		3	seventeenth
		Cognitive orientation perspective		3	eighteenth
		Meckenbaum and self-talk techniques		3	nineteenth
		Salter and Self-Discipline		3	Twenty
		Kanfer and the self-control style		3	twenty-one
		Bandura's methods of behavior modification Modeling, modeling characteristic and uses Role-playing style		3	twenty-second
		Practical application period for students of the College of Education		3	twenty-third
		Practical application period for students of the College of Education		3	twenty-fourth

		Practical application period for students of the College of Education		3	twenty-fifth
		Practical application period for students of the College of Education		3	twenty-sixth
		Practical application period for students of the College of Education		3	twenty-seventh
		Practical application period for students of the College of Education		3	twenty-eighth
		Desensitization technique, self-assertion technique		3	twenty-ninth
		Fourth exam		3	thirty
Final exam					
Course Evaluation -11					
The grade is distributed out of100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, .reports, etc First semester exam20 Second semester exam marks20 points, annual effort40 points ‘Activities and tests: daily and monthly exams, daily preparation, final exam60 points					
Learning and teaching resources -12					
The Soul: Between Treatment and Cure, Prof. Dr. Al-Rikabi and Wahida Hussein			Required textbooks (methodology if any)		

- Nothing	Main References (Sources)
Nothing	Recommended mainstream books and references (scientific journals, (...reports
nothing	Electronic references, websites

Mental health

Course name: Mental Health -1
50901401 :Course code -2
Semester/Year: Annual 2024-2025 -3
Date of preparation of this description: 10/11/2024 -4
Available attendance forms: monthly -5
Number of study hours (total) / Number of units (total): 8 hours per month / 16 units (monthly) -6
Name of the course supervisor (if more than one name is mentioned) -7
Name: Prof. Dr. Haider Lazem Khneisser :Emailhaider@ uomustansiriyah.edu.iq
Course objectives -8

• Cognitive objectives of mental health: identifying mental health, distinguishing between normal and abnormal, manifestations of mental health, distinguishing between mental and psychotic disorders, psychological disorders, psychotic disorders, personality disorders • Skill objectives: The student will acquire the skills of a scientific researcher and work on transferring and presenting information related to mental health (research and reports). The student will become familiar with the forms of psychological disorders and forms of psychotic disorders and the promotion of mental health , in addition to using smart electronic means to develop the student's skills in teaching methods • Emotional objectives: Developing the student's ability to bear responsibility during the study and work period, encouraging the student to take pride in health awareness and self-confidence , and training the student to work on identifying what is right and wrong				Course objectives	
Teaching and learning strategies -9					
.Using modern teaching strategies (cognitive and metacognitive strategies) -1 .Using modern educational models in teaching -2 Assigning the student some activities and homework, including practical reports, and presenting them to his classmates in the -3 lecture .Allocating a percentage of the grade to extracurricular activities -4 .Managing the practical lecture in a way that makes the student feel the importance of time management -5				Strategy	
Course structure -10					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Written tests .1 Oral tests .2 Daily tests .3 Reports and .4 seminars	Lecture delivery .1 method Video lectures .2 Documentary .3 films Discussion .4 sessions	Course vocabulary According to the schedule (practical + (theoretical	:Cognitive objectives She is The student understands what mental health is	2	the first
		. The concept of mental health	.How to enhance it, and how to study it	2	the second
		Mental health indicators	:Skill objectives	2	the third
		Promoting mental health	The student should be able to explain	2	Fourth
		mental health theories	.psychological phenomena	2	Fifth
		Mental health curricula	The most important factors that affect mental health	2	Sixth
		The first exam is monthly	:Among the skill objectives	2	Seventh
		Mental health and the adjustment process	Skill in using the most important means of -promoting mental health	2	The eighth

		Adolescents and the adjustment process	Cognitive skills: Recognizing mental disorders Mentality, the difference between them and .how to diagnose them Cognitive skills: recognizing normal and .abnormal Cognitive skills: Identify the most important Methods of collecting information in mental .health : Emotional goals Developing the student's ability to bear .responsibility for his/her own life As a member to promote mental health .awareness	2	Ninth
		adjustment problems at school		2	tenth
		frustration and conflict		2	eleventh
		Methods of healthy and unhealthy adjustment		2	twelfth
		General criteria for determining normal behavior		2	thirteenth
		Psychological defense mechanisms		2	fourteenth
		Second exam		2	fifteenth
		Mental disorders (models)		2	sixteenth
		Mental disorders (models)		2	seventeenth
		Mental disorders (models)		2	eighteenth
		Mental disorders (models)		2	nineteenth
		Psychotic disorders (models)		2	Twenty
		Psychotic disorders (models)		2	twenty-one
		Third exam		2	twenty-second
		Practical application period for students of the College of Education		2	twenty-third
		Practical application period for students of the College of Education		2	twenty-fourth
		Practical application period for students of the College of Education		2	twenty-fifth
		Practical application period for students of the College of Education		2	twenty-sixth

		Practical application period for students of the College of Education		2	twenty-seventh
		Practical application period for students of the College of Education		2	twenty-eighth
		The fourth monthly exam		2	twenty-ninth
		Mental disorders/psychosomatic disorders		2	thirty
		Final exam			
Course Evaluation -11					
.The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc Second semester exam 20 points, annual effort 40 points First semester exam 20 marks Activities and tests: daily and monthly exams, daily preparation, final exam, 60 points					
Learning and teaching resources -12					
nothing			Required textbooks (methodology if any)		
Wadaa, Najlaa Nizar & Ruqayya Muhammad (2024). Mental Health, 1st ed., Dar Al-Murbad, Iraq			Main References (Sources)		
Al-Qawsi, Abdul Aziz (2011). Foundations of Mental Health, Ninth Edition, Nahdet M .Library, Egypt Al-Tamimi, Mahmoud Kazim (2013). Mental Health, Theoretical Concepts and Applie .Foundations, Safaa Publishing and Distribution House, Amman Al-Dahri, Saleh Hassan (2005). Principles of Mental Health, Wael Publishing House, .First Edition, Amman Al-Khatatneh, Sami Mohsen (2011). Introduction to Mental Health, Dar and Library o .Al-Hamed, First Edition, Amman, Jordan			Recommended mainstream books and references (scientific journals, (...reports		
nothing			Electronic references, websites		