

**Program Description Form**

**University Name:** Babylon

**Faculty/Institute:** College of Education for Humanities Scientific

**Department:** Department of Educational and Psychological Sciences

**Academic or Professional Program Name:** Bachelor of Educational and Psychological Sciences

**Final Certificate Name:** Bachelor of Educational and Psychological Sciences

**Academic System:** Annual/Courses

**Description Preparation Date:**     /     / 2025

**File Completion Date:**     /     / 2025

**Signature:**



**Head of Department Name:**

**Dr. Motamam Jamal AL-Yasiri**

**Date:**

**Signature:**



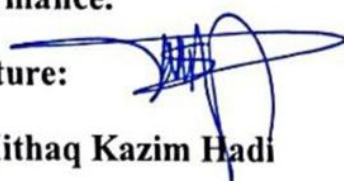
**Scientific Associate Name:**

**Dr .Osama Kazem Omran**

**Date:**

**The file is checked by: Department of Quality Assurance and University Performance.**

**Signature:**

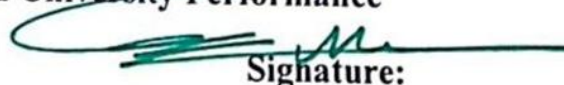


**Dr. Mithaq Kazim Hadi**

**Date:**

**Director of the Quality Assurance and University Performance**

**Signature:**



**Approval of the Dean**

### **1.program Vision**

The Department of Educational and Psychological Sciences seeks to prepare male and female teachers with a contemporary civilizational perspective who have the ability to contribute effectively to spreading educational, psychological and social awareness and bring about positive change in the value system of society by raising new generations capable of contributing to building a new, democratic, unified Iraq on scientific and civilizational foundations.

### **2. Program Mission**

Preparing and preparing teachers for secondary education in the field of education and psychology and helping them to identify theories and facts related to their field of specialization and absorb sources of knowledge, in addition to providing educational and psychological consultations, research and studies to contribute to improving and developing the reality of education in accordance with high-quality standards.

### **3. Program Objectives**

1. Preparing qualified educational and professional cadres in the field of educational and psychological sciences to meet the requirements of the labor market at the level of teaching, psychological and educational counseling and educational guidance.
2. Providing advisory and training services to relevant institutions, whether in state institutions or the private sector, in a way that enhances the partnership that achieves societal stability.
3. Conducting procedural research (descriptive and experimental) as well as research based on case studies in the field of educational and psychological sciences aimed at

enhancing desired behavior at the level of school, institution and society, in addition to developing and enhancing multiple thinking skills, including creative, critical and analytical among students.

4. Building and strengthening the partnership between the department and state institutions and private sector institutions by conducting research and studies that address the problems of society and the phenomena it faces and providing recommendations, proposals and scientific consultations to other educational and scientific institutions in the field of specialization and related fields, as well as other state institutions that need educational and psychological services.

5. Providing appropriate conditions for research requirements and educational and teaching studies and preparing them in light of providing the requirements that contribute to achieving quality requirements and meet academic accreditation standards and keep pace with modern scientific developments.

6. Working diligently to make faculty members enthusiastic about enhancing understanding, partnership and scientific and research cooperation with similar scientific departments and educational and social institutions inside and outside the country.

7. Continuously searching for opportunities that contribute to raising the efficiency of faculty members and developing their skills and enhancing their capabilities in light of urging them to contribute and participate in conferences, seminars, scientific workshops and courses that benefit their continuous change and development, whether inside or outside the country.

8. Encouraging faculty members and graduate students and urging them to write on topics that contribute to addressing serious problems facing society such as (drugs, terrorism and extremism).

9. Continuous guidance and work to encourage faculty members and graduate students to publish in international conferences and highly ranked journals that contribute to raising Iraq's ranking to occupy advanced scientific ranks within the global containers concerned with scientific research.

10. Continuous work to enhance cooperation between the department and the college on the one hand and the Babil Education Directorate and the education directorates in neighboring governorates on the other hand, for the purpose of training fourth-stage students in their affiliated schools through the material of observation and application within the activities of the Applications Unit (Practical Education).

#### **4. Program Accreditation**

Does the program have program accreditation? And from which agency?

Ministry of Higher Education - University of Babylon - College of Education for Human Sciences.

#### **5. Other external influences**

Is there a sponsor for the program?

Ministry of Higher Education - University of Babylon - College of Education for Human Sciences.

#### **6. Program Structure**

<b>Program Structure</b>	<b>Number of Courses</b>	<b>Credit hours</b>	<b>Percentage</b>	<b>Reviews</b>
<b>Institution Requirements</b>	<b>9</b>	<b>16</b>		

<b>College Requirements</b>				
<b>Department Requirements</b>	٤٤	١٤٤		
<b>Summer training</b>				
<b>other</b>				

\* this can include notes as whether the course is basic or optional

Year/ Level	Course Name	Credit Hours	
		Theoretical	Practical
First grade			
٢٠٢٥- 2024	General psychology	٢	١
٢٠٢٥- 2024	Individual differences	٢	١
٢٠٢٥- 2024	Arabic	١	
٢٠٢٥- 2024	Educational texts in English	٢	
٢٠٢٥- 2024	the computer	١	١
٢٠٢٥- 2024	human rights	١	
٢٠٢٥- 2024	Educational sociology	٢	١
٢٠٢٥- 2024	Environmental education	٢	
٢٠٢٥- 2024	Foundations of education	٢	١
Second grade			
٢٠٢٥- 2024	Curriculum and textbook	٢	١
٢٠٢٥- 2024	Educational psychology	٢	٢
٢٠٢٥- 2024	Social Psychology	٢	
٢٠٢٥- 2024	Descriptive and inferential statistics	٢	١
٢٠٢٥- 2024	Baath Party crimes	١	
٢٠٢٥- 2024	Developmental psychology	٢	١
٢٠٢٥- 2024	Educational texts in English	١	

٢٠٢٥- 2024	the computer	١	١
٢٠٢٥- 2024	Democracy	٢	
٢٠٢٥- 2024	Curriculum and textbook	٢	
٢٠٢٥- 2024	Educational psychology	١	
<b>Third stage</b>			
٢٠٢٥- 2024	Inferential Statistics	٢	
٢٠٢٥- 2024	Educational Guidance	٢	
٢٠٢٥- 2024	Personality Psychology	٢	١
٢٠٢٥- 2024	Physiological Psychology	٢	١
٢٠٢٥- 2024	Experimental Psychology	٢	١
٢٠٢٥- 2024	Educational Techniques	٢	١
٢٠٢٥- 2024	Teaching Methods	٢	١
٢٠٢٥- 2024	Scientific Research Methodology	٢	١
٢٠٢٥- 2024	Cognitive Psychology	٢	
٢٠٢٥- 2024	Comparative Education	٢	
<b>Fourth stage (first course)</b>			
٢٠٢٥- 2024	Psychological health	٢	
٢٠٢٥- 2024	Practical education	١	٣
٢٠٢٥- 2024	Psychometrics	٢	١
٢٠٢٥- 2024	Teaching thinking	٢	
٢٠٢٥- 2024	Behavior Modification	٢	
٢٠٢٥- 2024	Philosophy of education	١	
٢٠٢٥- 2024	Economics of education	٢	
٢٠٢٥- 2024	educational administration	٢	١
<b>Fourth stage (second course)</b>			
٢٠٢٥- 2024	Teaching applications	١	٣
٢٠٢5 - 2024	Graduation research	٢	

## **8. Expected learning outcomes of the program**

### **Knowledge**

Preparing teachers	To be able to teach according to the principles necessary for a successful teacher.
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### **Skills**

Capacity enhancement	Enhancing students' abilities to teach well
How to use the educational method	The student's ability to determine appropriate situations for using the educational medium.
scientific thinking	The purpose of this skill is the student's work to surround the problem in a precise, scientific manner, starting with identifying and feeling its roots until arriving at appropriate solutions to it.

### **Ethics**

Scientific values of the learner	Integrity, seizing time, and devoting time to knowledge
Behavioral values	Knowing the rights of the teacher, being humble towards the teacher, and observing other etiquettes towards him, such as respecting him, lowering the voice, and asking for permission.

## **9. Teaching and Learning Strategies**

Teaching and learning strategies and methods adopted in implementing the program in general.

- 1- Developed lecture strategy.
- 2- Discussion strategy.
- 3- Cooperative learning strategy.
- 4- Brainstorming strategy.

## 10. Evaluation methods

Implemented in all stages of the program in general.

1- Method of interrogation.

2- Discussion method.

## 11. Faculty

### Faculty Members

Academic Rank	Academic Rank	Specification		Special Requirements/skills (if applicable)		Number of the teaching staff	
		General	Special			cadre	Lecturer
Assistant Professor	Mutamm Jamal	Educational and psychological sciences	Teaching methods			cadre	
Professor	Hussein Rabie Hammadi	Educational and psychological sciences	Educational psychology			cadre	
Professor	Ali Mahmoud Kazem	Educational and psychological sciences	General psychology			cadre	
Professor	Ali Hussein	Educational and psychological sciences	Educational psychology			cadre	
Professor	Hamza Hashem Al-Sultani	Educational and psychological sciences	Teaching methods			cadre	
Professor	Bassam Abdel Khaleq Abbas	Educational and psychological sciences	Teaching methods			cadre	
Professor	Raghad Salman Alwan	Educational and psychological sciences	Teaching methods			cadre	



Professor	Ahmed Yahya Hassan	Educational and psychological sciences	Teaching methods			cadre	
Professor	Shaima Hamza Kazem	Educational and psychological sciences	Teaching methods			cadre	
Professor	Jadhar Hamza Kazem	Educational and psychological sciences	Teaching methods			cadre	
Professor	Muhammad Kazem Mantoub	Educational and psychological sciences	Teaching methods			cadre	
Assistant Professor	Sadiq Kazem Jarrio	Educational and psychological sciences	Educational psychology			cadre	
Assistant Professor	Abbas hakim	Educational and psychological sciences	Teaching methods			cadre	
Assistant Professor	Nabil Kazem Naheer	Educational and psychological sciences	Teaching methods			cadre	
Assistant Professor	Fares Mutashar Hassan	Educational and psychological sciences	Teaching methods			cadre	
Assistant Professor	Imran Abdel Saqb	Educational and psychological sciences	Teaching methods			cadre	
Assistant Professor	Firas Hassan Abdel Amir	Educational and psychological sciences	Teaching methods			cadre	
Assistant Professor	wafia Jabbar Muhammad	Educational and psychological sciences	Teaching methods			cadre	
Teacher	Raed	Educational	language			cadre	

	Abdul-Ilah Muhammad	and psychological sciences					
Teacher	Hussein Falih Mahdi	Educational and psychological sciences	Teaching methods			cadre	
Teacher	Rana Falih Abbas	Educational and psychological sciences	General psychology			cadre	
assistant teacher	Muhannad Kazem Abbas	Educational and psychological sciences	Educational psychology			cadre	
assistant teacher	Fayek Riyad Muhammad	Educational and psychological sciences	Educational psychology			cadre	
Teacher	Aseel Latif book	Educational and psychological sciences	Educational psychology			cadre	
Teacher	Hanan Hussein Ali	Educational and psychological sciences	Educational psychology			cadre	
Teacher	Sulbi miklf hassan	Educational and psychological sciences	Teaching methods			cadre	
Assistant Professor	Ruqaya Hadi Abdel-Saheb	Educational and psychological sciences	Educational psychology			cadre	
Assistant Professor	Raqia Abbas Khudair	Educational and psychological sciences	Educational psychology			cadre	
Teacher	Mustafa Amer Jabbar	Educational and psychological sciences	Educational psychology			cadre	
Assistant Professor	Aiaam Wahab	Educational and	Educational psychology			cadre	

	Razzaq	psychological sciences					
assistant teacher	Rawaa Sami Ali	Educational and psychological sciences	General psychology			cadre	
Teacher	Haider Hassan Kattan Shamran	Educational and psychological sciences	Educational psychology			cadre	
Teacher	Raghad Hussein Hamza	Educational and psychological sciences	Educational psychology			cadre	
Teacher	Marwan Kazem	Educational and psychological sciences	education basics			cadre	
assistant teacher	Saja Iyad Alwan	Educational and psychological sciences	Teaching methods			cadre	
assistant teacher	Jihan Ghani Kazem Abd	Educational and psychological sciences	Teaching methods			cadre	
assistant teacher	Weam Sami Obaid Kazem	Educational and psychological sciences	Teaching methods			cadre	
assistant teacher	Zainab Ali Hussein	Educational and psychological sciences	Teaching methods			cadre	
assistant teacher	Karar Karim Abdel Abbas	Educational and psychological sciences	General psychology			cadre	
assistant teacher	Hawraa Abdul Ali Muhammad	Educational and psychological sciences	philosophy			cadre	

<b>Professional Development</b>
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<b>Mentoring new faculty members</b>
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Guidance is provided by participating in conferences, seminars, scientific workshops, and continuing education courses on modern teaching methods and the application of educational technology and its applications.
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<b>Professional development of faculty members</b>
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Guidance on the necessity of continuous change in the teaching methods used, educational technology and its applications, as well as participation in conferences, scientific seminars, and discussion committees.
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<b>12. Acceptance Criterion</b>
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<b>Acceptance of central rate base standard.</b>
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<b>13. The most important sources of information about the program</b>
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Books and publications prepared by specialists in the field of educational and psychological sciences and the scientific information network (the Internet).
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<b>14. Program Development Plan</b>
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١- Research completed by postgraduate students. ٢- Submitting proposals and requirements that would develop the program and enhance scientific and technical skills for teaching, which would be reflected in the program's outcomes.
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Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
The first stage															
٢٠٢٥- 2024		General psychology	Basic	*	*	*	*	*	*	*	*	*	*	*	*
		Individual differences	Basic	*	*	*	*	*	*	*	*	*	*	*	*
٢٠٢٥- 2024		Arabic	Basic	*	*	*	*	*	*	*	*	*	*	*	*
		Educational texts in English	Basic	*	*	*	*	*	*	*	*	*	*	*	*
٢٠٢٥- 2024		the computer	Basic	*	*	*	*	*	*	*	*	*	*	*	*
		human rights	Basic	*	*	*	*	*	*	*	*	*	*	*	*
٢٠٢٥- 2024		Educational sociology	Basic	*	*	*	*	*	*	*	*	*	*	*	*
		Environmental education	Basic	*	*	*	*	*	*	*	*	*	*	*	*
٢٠٢٥- 2024		Foundations of education	Basic	*	*	*	*	*	*	*	*	*	*	*	*
The second phase															
٢٠٢٥- 2024		The second phase	Basic	*	*	*	*	*	*	*	*	*	*	*	*
٢٠٢٥- 2024		Curriculum and textbook	Basic	*	*	*	*	*	*	*	*	*	*	*	*

୨୦୨୦- 2024		Educational psychology	Basic	*	*	*	*	*	*	*	*	*	*	*	*
୨୦୨୦- 2024		Social Psychology	Basic	*	*	*	*	*	*	*	*	*	*	*	*
୨୦୨୦- 2024		Descriptive and inferential statistics	Basic	*	*	*	*	*	*	*	*	*	*	*	*
୨୦୨୦- 2024		Baath Party crimes	Basic	*	*	*	*	*	*	*	*	*	*	*	*
୨୦୨୦- 2024		Developmental psychology	Basic	*	*	*	*	*	*	*	*	*	*	*	*
୨୦୨୦- 2024		Educational texts in English	Basic	*	*	*	*	*	*	*	*	*	*	*	*
୨୦୨୦- 2024		the computer	Basic	*	*	*	*	*	*	*	*	*	*	*	*
୨୦୨୦- 2024		Democracy	Basic	*	*	*	*	*	*	*	*	*	*	*	*
୨୦୨୦- 2024		Curriculum and textbook	Basic	*	*	*	*	*	*	*	*	*	*	*	*
The third stage															
୨୦୨୦- 2024		Inferential Statistics	Basic	*	*	*	*	*	*	*	*	*	*	*	*
୨୦୨୦- 2024		Educational Guidance	Basic	*	*	*	*	*	*	*	*	*	*	*	*
୨୦୨୦- 2024		Personality Psychology	Basic	*	*	*	*	*	*	*	*	*	*	*	*
୨୦୨୦- 2024		Physiological Psychology	Basic	*	*	*	*	*	*	*	*	*	*	*	*
୨୦୨୦- 2024		Experimental	Basic	*	*	*	*	*	*	*	*	*	*	*	*

		Psychology													
۲۰۲۰- 2024		Educational Techniques	Basic	*	*	*	*	*	*	*	*	*	*	*	*
۲۰۲۰- 2024		Teaching Methods	Basic	*	*	*	*	*	*	*	*	*	*	*	*
۲۰۲۰- 2024		Scientific Research Methodology	Basic	*	*	*	*	*	*	*	*	*	*	*	*
۲۰۲۰- 2024		Cognitive Psychology	Basic	*	*	*	*	*	*	*	*	*	*	*	*
۲۰۲۰- 2024		Comparative Education	Basic	*	*	*	*	*	*	*	*	*	*	*	*
Fourth stage (first course)															
۲۰۲۰- 2024		Psychological health	Basic	*	*	*	*	*	*	*	*	*	*	*	*
۲۰۲۰- 2024		Practical education	Basic	*	*	*	*	*	*	*	*	*	*	*	*
۲۰۲۰- 2024		Psychometrics	Basic	*	*	*	*	*	*	*	*	*	*	*	*
۲۰۲۰- 2024		Teaching thinking	Basic	*	*	*	*	*	*	*	*	*	*	*	*
۲۰۲۰- 2024		Behavior Modification	Basic	*	*	*	*	*	*	*	*	*	*	*	*
۲۰۲۰- 2024		Philosophy of education	Basic	*	*	*	*	*	*	*	*	*	*	*	*
۲۰۲۰- 2024		Economics of education	Basic	*	*	*	*	*	*	*	*	*	*	*	*
Fourth stage (second course)															
۲۰۲۰- 2024		educational	Basic	*	*	*	*	*	*	*	*	*	*	*	*

		administration													
୨୦୨୦- 2024		Teaching applications	Basic	*	*	*	*	*	*	*	*	*	*	*	*

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



## Course Description Form

1. Course Name:	
<b>Scientific research methodology</b>	
2. Course Code:	
3. Semester/Year	
<b>Annual 2024/2025</b>	
4. Description Preparation Date:	
٢٠٢٤/١٠/١١	
5. Available Attendance Forms:	
Daily attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
<b>hours per week and 30 weeks / 4 units</b> √	
7. Course administrator's name (mention all, if more than one name)	
Name: <b>Karrar kareem Abdul Abbas</b>	
Email: <b>hum750.karrar.kareem@uobabylon.edu.iq</b>	
8. Course Objectives	
Course Objectives	<ol style="list-style-type: none"> <li>1. The student should learn about scientific research, the importance of scientific research.</li> <li>2. The student should learn about the specifications of the scientific researcher.</li> <li>3. The student should learn about the procedures of scientific research.</li> <li>4. The student should be able to write the title of the research and its formulation, the introduction of the research.</li> <li>5. The student should learn about how samples are and how to choose them.</li> <li>6. The student should learn about the tools of scientific research.</li> <li>7. The student should learn about the meaning of statistics, branches of statistics and areas of its applied uses.</li> <li>8. The student should learn about the statistical methods used in research methods.</li> <li>9. The student should be able to write a scientific research (research plan).</li> </ol>
9. Teaching and Learning Strategies	
Strategy	<ol style="list-style-type: none"> <li>١. Developed lecture strategy.</li> <li>٢. Discussion strategy.</li> <li>٣. Cooperative learning strategy.</li> </ol>

	٤. Brainstorming strategy. ٥. Problem solving strategy. 6. Feedback.
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#### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1.	٢	Learn about scientific research, the importance of scientific research.	Scientific research, the importance of scientific research.	Dialogue and discussion	Asking questions and answering them from the student
2.	٢	Learn about the specifications of the scientific researcher	Specifications of the scientific researcher	Dialogue and discussion	Asking questions and answering them from the student
3.	٢	Learn about the assumptions on which the scientific method is based.	Assumptions on which the scientific method is based.	Dialogue and discussion	Asking questions and answering them from the student
4.	٢	Learn about the procedures of scientific research	Scientific research procedures	Dialogue and discussion	Asking questions and answering them from the student
5.	٢	The student should be able to write the title of the research and formulate it, the introduction to the research.	Research title and formulation, research introduction.	Dialogue and discussion	Asking questions and answering them from the student
6.	٢	Learn about the problem in the research	The problem in the research.	Dialogue and discussion	Asking questions and answering them from the student

7.	۲	Learn about the importance of the research, its objectives and hypotheses.	The importance of the research, its objectives and hypotheses.	Dialogue and discussion	Asking questions and answering them from the student
8.	The first exam for the first semester				
9.	۲	Learn about theories and learning education	Research limits, defining terms.	Dialogue and discussion	Asking questions and answering them from the student
10.	۲	The student learns how to select samples and how to select them.	Samples and how to choose them.	Dialogue and discussion	Asking questions and answering them from the student
11.	۲	Learn how to collect scientific material.	Collecting scientific material.	Dialogue and discussion	Asking questions and answering them from the student
12.	۲	Learn about scientific research tools.	Scientific research tools.	Dialogue and discussion	Asking questions and answering them from the student
13.	۲	Learn about types of research methods.	Types of research methods.	Dialogue and discussion	Asking questions and answering them from the student
14.	۲	Learn about the historical research method.	Historical research method.	Dialogue and discussion	Asking questions and answering them from the student
15.	۲	Learn about the steps of	Steps of historical	Dialogue and	Asking questions

		historical research.	research.	discussion	and answering them from the student
16.	۲	Learn about the descriptive research method.	Descriptive research method.	Dialogue and discussion	Asking questions and answering them from the student
17.	۲	Learn about the steps of descriptive research.	Steps of descriptive research.	Dialogue and discussion	Asking questions and answering them from the student
18.	۲	Learn about types of descriptive research.	Types of descriptive research.	Dialogue and discussion	Asking questions and answering them from the student
19.	۲	Learn about relationship studies.	Relationship studies.	Dialogue and discussion	Asking questions and answering them from the student
20.	۲	Learn about the study of trends.	Trend studies.	Dialogue and discussion	Asking questions and answering them from the student
21.	The first exam of the second semester				
22.	۲	Learn about the experimental research method.	Experimental research methodology.	Dialogue and discussion	Asking questions and answering them from the student
23.	۲	Learn about the steps of experimental research.	Steps of experimental research.	Dialogue and discussion	Asking questions and answering

					them from the student
24.	۲	Learn about conducting the experiment.	Conducting the experiment.	Dialogue and discussion	Asking questions and answering them from the student
25.	۲	Learn about models of experimental designs.	Examples of experimental designs.	Dialogue and discussion	Asking questions and answering them from the student
26.	۲	The student learns the meaning of statistics, branches of statistics and areas of its applied uses.	Statistics, branches of statistics and areas of its applied uses.	Dialogue and discussion	Asking questions and answering them from the student
27.	۲	Learn about the statistical methods used in research methods.	Statistical methods used in research methods.	Dialogue and discussion	Asking questions and answering them from the student
28.	۲	Learn how to present and discuss results.	How to present and discuss results.	Dialogue and discussion	Asking questions and answering them from the student
29.	۲	Learn how to write research sources, references and appendices.	Research sources, references and appendices.	Dialogue and discussion	Asking questions and answering them from the student
30.	۲	The student can write a scientific research (research plan).	How to write a scientific research (research plan).	Dialogue and discussion	Asking questions and answering them from

					the student
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### 11. Course Evaluation

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

S	Evaluation	Grade distribution
1.	surprise test (coz)	5 degrees
2.	Daily preparation	5 degrees
3.	Reports	5 degrees
4.	Oral exam	5 degrees
5.	Monthly exam (first, second)	30 degrees
6.	Written exam	50 degrees

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1. Scientific research methodology (an introduction to building research skills). 2 .Scientific research (its foundations and methods).
Main references (sources)	١. The college and university website ٢. University guide 3. The most important books and sources related to the specialty and those close to it.
Recommended books and references (scientific journals, reports...)	American Journal of Psychology APA
Electronic References, Websites	١. The comprehensive multi-disciplinary electronic journal MECSJ ٢. The comprehensive multidisciplinary electronic journal EIMJ ٣. The comprehensive multi-disciplinary electronic journal MECSJ

## Course Description Form

1. Course Name:	
<b>Foundations of Education</b>	
2. Course Code:	
3. Semester/Year	
<b>Annual 2024/2025</b>	
4. Description Preparation Date:	
٢٠٢٤/١٠/١١	
5. Available Attendance Forms:	
Daily attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
<b>hours per week and 30 weeks / 4 units ٢</b>	
7. Course administrator's name (mention all, if more than one name)	
Name: Jehan Gnie Kazim Name: Waeam Sami Obaid Name: Hawra Mohammed Abdul Ali Email: hum 831.waeam. samie @uobabylon.edu.iq Email: hum291.jehan.gnie@uobabylon.edu.iq	
8. Course Objectives	
Course Objectives	<ol style="list-style-type: none"> <li>1. The student should be familiar with the concept of the science of the foundations of education and its areas of interest.</li> <li>2. The student should be familiar with the meaning of educational objectives, their classification and transformation into educational objectives.</li> <li>3. The student should understand the meaning of education, its nature and its role in teaching.</li> <li>4. The student should be familiar with the importance of education in the countries of Mesopotamia</li> <li>5. The student should be familiar with the meaning of the transfer of the impact of education and its educational applications.</li> <li>6. The student should be familiar with Greek education</li> <li>7. The student should be familiar with the meaning of Chinese education.</li> <li>8. The student should be familiar with education in ancient civilizations.</li> </ol>



		9. The student should be aware of the factors affecting learning. 10. The student should be familiar with modern education.			
9. Teaching and Learning Strategies					
Strategy	١. Developed lecture strategy. ٢. Discussion strategy. ٣. Cooperative learning strategy. ٤. Brainstorming strategy. ٥. Problem solving strategy. 6. Feedback.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1.	٢	Understanding the concept of education	Meaning of education in linguistic terms	Dialogue and discussion	Asking questions and answering them from the student
2.	٢	Understanding the functions of education	Functions of education, goals of education, education and its implications	Dialogue and discussion	Asking questions and answering them from the student
3.	٢	The student should be able to know the historical foundations of education	Introduction to the development of education	Dialogue and discussion	Asking questions and answering them from the student
4.	٢	Understanding primitive societies	Concordance and harmony	Dialogue and discussion	Asking questions and answering them from the student
5.	٢	Education in some ancient civilizations	Characteristics of primitive education	Dialogue and discussion	Asking questions and

					answering them from the student
6.	٢	Understanding the concept of education	Primitive education patterns	Dialogue and discussion	Asking questions and answering them from the student
7.	٢	Understanding the functions of education	Education and teaching in Mesopotamia	Dialogue and discussion	Asking questions and answering them from the student
8.	The first exam for the first semester				
9.	٢	Education in the Nile Valley	The educational system in the Nile Valley	Dialogue and discussion	Asking questions and answering them from the student
10.	٢		The goals of Egyptian education	Dialogue and discussion	Asking questions and answering them from the student
11.	٢	Chinese Education	The sections of the educational system	Dialogue and discussion	Asking questions and answering them from the student
12.	٢	Greek Education	The interest of Egyptians in education	Dialogue and discussion	Asking questions and answering them from the student
13.	٢		The dimensions of the educational system	Dialogue and discussion	Asking questions and answering them from

					the student
14.	٢	Getting to Know the Education System in Athens	The interests of Egyptian learning	Dialogue and discussion	Asking questions and answering them from the student
15.	٢	Education in the Nile Valley	Their learning outcomes	Dialogue and discussion	Asking questions and answering them from the student
16.	٢		The education system and examinations	Dialogue and discussion	Asking questions and answering them from the student
17.	٢	Chinese Education	The stages of Greek education	Dialogue and discussion	Asking questions and answering them from the student
18.	٢	Greek Education	The educational system in Sparta Raising girls	Dialogue and discussion	Asking questions and answering them from the student
19.	٢		Education in the Middle Ages	Dialogue and discussion	Asking questions and answering them from the student
20.	٢	Getting to Know the Education System in Athens	The educational system in the Nile Valley	Dialogue and discussion	Asking questions and answering them from the student
21.	The first exam of the second semester				

22.	۲	Getting to know the pioneers of educational thought in Athens	Sophists and Plato	Dialogue and discussion	Asking questions and answering them from the student
23.	۲		Aristotle and Socrates	Dialogue and discussion	Asking questions and answering them from the student
24.	۲	Getting to know education before Islam	Islamic Education	Dialogue and discussion	Asking questions and answering them from the student
25.	۲	Getting to know the general features of Islamic education	Teaching Methods in Islamic Education	Dialogue and discussion	Asking questions and answering them from the student
26.	۲	Getting to know the basic principles of Islamic education	Age of Education	Dialogue and discussion	Asking questions and answering them from the student
27.	۲		Women's Education in Islam	Dialogue and discussion	Asking questions and answering them from the student
28.	۲	Getting to know the media of Islamic education	Institutions and Institutes	Dialogue and discussion	Asking questions and answering them from the student
29.	۲		Schools	Dialogue and discussion	Asking questions and

					answering them from the student
30.	۲	Getting to know the contributing libraries	Literary Councils	Dialogue and discussion	Asking questions and answering them from the student

### 11. Course Evaluation

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

S	Evaluation	Grade distribution
1.	surprise test (coz)	5 degrees
2.	Daily preparation	5 degrees
3.	Reports	5 degrees
4.	Oral exam	5 degrees
5.	Monthly exam (first, second)	30 degrees
6.	Written exam	50 degrees

### 12. Learning and Teaching Resources

Foundations of general education	1. Scientific research methodology (an introduction to building research skills). 2 .Scientific research (its foundations and methods).
Main references (sources)	١. The college and university website ٢. University guide 3. The most important books and sources related to the specialty and those close to it.
Recommended books and references (scientific journals, reports...)	American Journal of Psychology APA
Electronic References, Websites	١. The comprehensive multi-disciplinary electronic journal MECSJ ٢. The comprehensive multidisciplinary electronic journal EIMJ ٣. The comprehensive multi-disciplinary electronic journal MECSJ

## Course Description Form

1. Course Name:	
Educational psychology	
2. Course Code:	
3. Semester/Year	
Annual 2024/2025	
4. Description Preparation Date:	
٢٠٢٤/٩/١	
5. Available Attendance Forms:	
Daily attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
hours per week and 30 weeks / 4 units ٢	
7. Course administrator's name (mention all, if more than one name)	
Name: <b>bassam abdukalik abbas</b>	
Email: hum. bsam.abd@uobabylon.edu	
8. Course Objectives	
Course Objectives	<p>.Enhancing Theoretical Knowledge:1.</p> <ul style="list-style-type: none"> <li>• Introducing students to the fundamental concepts and theories of educational administration.</li> <li>• Examining various administrative models within educational contexts.</li> </ul> <p>.٢ Developing Administrative Skills:2</p> <ul style="list-style-type: none"> <li>• Cultivating educational leadership and decision-making abilities.</li> <li>• Teaching skills in planning, organizing, supervising, and evaluating within educational institutions.</li> </ul> <p>.Strengthening Practical Understanding:3.</p> <ul style="list-style-type: none"> <li>• Applying administrative theories to real-world educational scenarios.</li> <li>• Analyzing and studying practical cases related to educational administration.</li> </ul>

	<p>.Promoting Educational Values and Attitudes : 4.</p> <ul style="list-style-type: none"><li>• Fostering values of teamwork, transparency, and fairness in administration.</li><li>• Encouraging critical and creative thinking in solving administrative problems.</li></ul> <p>.Preparing Educational Leaders:5.</p> <ul style="list-style-type: none"><li>• Equipping students to serve as managers and leaders in schools and educational institutions.</li><li>• Building their capacities in efficiently managing human and material resources.</li></ul> <p>.Keeping Pace with Modern Developments:6.</p> <ul style="list-style-type: none"><li>• Introducing students to contemporary trends in educational administration, such as e-administration.</li><li>• Emphasizing the importance of technology and innovation in enhancing administrative work in education.</li></ul> <p>7. .Enhancing Scientific Research:</p> <ul style="list-style-type: none"><li>•Encouraging students to conduct research in the field of educational administration to analyze current issues and propose innovative solutions.</li></ul> <p>habits and how to acquire them and benefit from them in learning.</p>				
9. Teaching and Learning Strategies					
Strategy	<p>١. Developed lecture strategy.</p> <p>٢. Discussion strategy.</p> <p>٣. Cooperative learning strategy.</p> <p>٤. Brainstorming strategy.</p> <p>٥. Problem solving strategy.</p> <p>6. Feedback.</p>				
10. Course Structure					
Week	Hours	Required	Unit or	Learning	Evaluation



		<b>Learning Outcomes</b>	<b>subject name</b>	<b>method</b>	<b>method</b>
1.	۲	Learn about the meaning of educational psychology	Educational psychology: its definition and historical development	Dialogue and discussion	Asking questions and answering them from the student
2.	۲	Identify the goals and fields of educational psychology	Objectives, areas and topics of educational psychology	Dialogue and discussion	Asking questions and answering them from the student
3.	۲	The student should be able to formulate behavioral objectives and formulate a question that achieves the objective	Educational goals, their levels, and formulation	Dialogue and discussion	Asking questions and answering them from the student
4.	۲	Learn about learning and teaching and the difference between them	Learning and teaching	Dialogue and discussion	Asking questions and answering them from the student
5.	۲		Its characteristics	Dialogue and discussion	Asking questions and answering them from the student
6.	۲		The difference between learning and teaching	Dialogue and discussion	Asking questions and answering them from the student
7.	۲	Identify the factors affecting learning	Factors affecting learning	Dialogue and discussion	Asking questions and answering them from the student
8.	The first exam for the first semester				

9.	۲	Learn about teaching and learning theories	Learning and teaching theories	Dialogue and discussion	Asking questions and answering them from the student
10.	۲		Thorndyke	Dialogue and discussion	Asking questions and answering them from the student
11.	۲		Pavlov	Dialogue and discussion	Asking questions and answering them from the student
12.	۲		Skinner	Dialogue and discussion	Asking questions and answering them from the student
13.	۲		Gestalt	Dialogue and discussion	Asking questions and answering them from the student
14.	۲		Social learning theory	Dialogue and discussion	Asking questions and answering them from the student
15.	۲		Cognitive learning theory	Dialogue and discussion	Asking questions and answering them from the student
16.					
17.					
18.					
19.					

20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					

### 11. Course Evaluation

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

S	Evaluation	Grade distribution
1.	surprise test (coz)	5 degrees
2.	Daily preparation	5 degrees
3.	Reports	5 degrees
4.	Oral exam	5 degrees
5.	Monthly exam (first, second)	30 degrees
6.	Written exam	50 degrees

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	General psychology Principles of educational psychology
Main references (sources)	١. The college and university website ٢. University guide 3. The most important books and sources related to the specialty and those close to it.
Recommended books and references (scientific journals, reports...)	American Journal of Psychology APA
Electronic References, Websites	١. The comprehensive multi-disciplinary electronic journal MECSJ ٢. The comprehensive multidisciplinary electronic journal EIMJ ٣. The comprehensive multi-disciplinary electronic journal MECSJ

## Course Description Form

1. Course Name:	
Educational psychology	
2. Course Code:	
3. Semester/Year	
Annual 2024/2025	
4. Description Preparation Date:	
2025/1/4	
5. Available Attendance Forms:	
Daily attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
hours per week and 30 weeks / 4 units √	
7. Course administrator's name (mention all, if more than one name)	
Name:	
Email:	
8. Course Objectives	
Course Objectives	<ol style="list-style-type: none"> <li>1. The student gets to know the concept of educational psychology and its areas of interest and study.</li> <li>2. For the student to know the meaning of educational objectives, classify them, and transform them into educational objectives.</li> <li>3. That the student understands the meaning of memory, its nature, and its role in teaching.</li> <li>4. For the student to recognize the importance of motivation in the field of educational psychology</li> <li>5. For the student to know the meaning of transfer of learning effect and its educational applications.</li> <li>6. For the student to recognize and understand the meaning of the concept and its relationship to creative thinking</li> <li>7. For the student to know the meaning of feedback, its types, and its importance to the teacher.</li> <li>8. The student gets to know the theories of learning and teaching and their educational applications.</li> <li>9. That the student understands the factors</li> </ol>

		affecting learning. 10. The student gets to know the skills and habits and how to acquire them and benefit from them in learning.			
9. Teaching and Learning Strategies					
Strategy	١. Developed lecture strategy. ٢. Discussion strategy. ٣. Cooperative learning strategy. ٤. Brainstorming strategy. ٥. Problem solving strategy. 6. Feedback.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1.	٢	Learn about the meaning of educational psychology	Educational psychology: its definition and historical development	Dialogue and discussion	Asking questions and answering them from the student
2.	٢	Identify the goals and fields of educational psychology	Objectives, areas and topics of educational psychology	Dialogue and discussion	Asking questions and answering them from the student
3.	٢	The student should be able to formulate behavioral objectives and formulate a question that achieves the objective	Educational goals, their levels, and formulation	Dialogue and discussion	Asking questions and answering them from the student
4.	٢	Learn about learning and teaching and the difference between them	Learning and teaching	Dialogue and discussion	Asking questions and answering them from the student
5.	٢		Its characteristics	Dialogue and	Asking questions

				discussion	and answering them from the student
6.	۲		The difference between learning and teaching	Dialogue and discussion	Asking questions and answering them from the student
7.	۲	Identify the factors affecting learning	Factors affecting learning	Dialogue and discussion	Asking questions and answering them from the student
8.	The first exam for the first semester				
9.	۲	Learn about teaching and learning theories	Learning and teaching theories	Dialogue and discussion	Asking questions and answering them from the student
10.	۲		Thorndyke	Dialogue and discussion	Asking questions and answering them from the student
11.	۲		Pavlov	Dialogue and discussion	Asking questions and answering them from the student
12.	۲		Skinner	Dialogue and discussion	Asking questions and answering them from the student
13.	۲		Gestalt	Dialogue and discussion	Asking questions and answering them from the student
14.	۲		Social learning theory	Dialogue and	Asking questions

				discussion	and answering them from the student
15.	۲		Cognitive learning theory	Dialogue and discussion	Asking questions and answering them from the student
16.	۲	Learn about memory and its theories	Memory and its types	Dialogue and discussion	Asking questions and answering them from the student
17.	۲	Learn about remembering and forgetting and their theories	Remembering and forgetting	Dialogue and discussion	Asking questions and answering them from the student
18.	۲		Theories explaining forgetting	Dialogue and discussion	Asking questions and answering them from the student
19.	۲		Strategies to help memorize and remember	Dialogue and discussion	Asking questions and answering them from the student
20.	۲	Identify the transfer of learning effects	Transfer learning effect	Dialogue and discussion	Asking questions and answering them from the student
21.	The first exam of the second semester				
22.	۲	Teaching concepts	Learn the meaning of the concept and creative and scientific thinking	Dialogue and discussion	Asking questions and answering them from the student
23.	۲	Thinking and creative thinking		Dialogue and	Asking questions



				discussion	and answering them from the student
24.	۲	Learn skills and habits	Learn about learning skills and habits	Dialogue and discussion	Asking questions and answering them from the student
25.	۲	Motivation and its role in learning	Identify the role of motivation in the learning process	Dialogue and discussion	Asking questions and answering them from the student
26.	۲	Feedback	Learn the meaning of feedback	Dialogue and discussion	Asking questions and answering them from the student
27.	۲	Its educational applications		Dialogue and discussion	Asking questions and answering them from the student
28.	۲	Individual differences	Identify individual differences	Dialogue and discussion	Asking questions and answering them from the student
29.	۲	Its impact on learning		Dialogue and discussion	Asking questions and answering them from the student
30.	۲	Problem Solving	Learn about problem solving	Dialogue and discussion	Asking questions and answering them from the student

### 11. Course Evaluation

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

S	Evaluation	Grade distribution
1.	surprise test (coz)	5 degrees
2.	Daily preparation	5 degrees
3.	Reports	5 degrees
4.	Oral exam	5 degrees
5.	Monthly exam (first, second)	30 degrees
6.	Written exam	50 degrees

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	General psychology Principles of educational psychology
Main references (sources)	١. The college and university website ٢. University guide 3. The most important books and sources related to the specialty and those close to it.
Recommended books and references (scientific journals, reports...)	American Journal of Psychology APA
Electronic References, Websites	١. The comprehensive multi-disciplinary electronic journal MECSJ ٢. The comprehensive multidisciplinary electronic journal EIMJ ٣. The comprehensive multi-disciplinary electronic journal MECSJ

## Course Description Form

<b>١. Course Name.</b>	
Environmental Education	
<b>٢. Course Code</b>	
<b>٣. semester / Year</b>	
Annual 2024/2025	
<b>٤. Date of preparation of this description</b>	
٢٠٢٥/١/١٢	
<b>5. Available forms of attendance</b>	
Daily attendance	
<b>6. Number of study hours (total) / Number of units (total)</b>	
2 hours per week and 30 weeks / 4 units	
<b>7. Name of the course supervisor (if more than one name is mentioned)</b>	
Name: Rawaa Sami Ali <a href="mailto:hum.rawaa.sami@uobabylon.edu.iq">hum.rawaa.sami@uobabylon.edu.iq</a> Email:	
<b>٨. Course objectives</b>	
<ol style="list-style-type: none"> <li>1. .Helping students understand the position of humans in the context of the environment and familiarizing themselves with the elements of the mutual relationship that affect the connection between humans and the environment.</li> <li>2. .٢Clarifying the role of science and technology in developing the relationship between humans and the environment and helping students realize the consequences of imbalanced relationships that may affect human life.</li> <li>3. .٣Highlighting the idea of the interaction of social and cultural factors and natural forces and helping students realize an integrated vision of humans within the context of their environment.</li> <li>4. .٤Creating environmental awareness among students and providing them with the skills, experiences and attitudes that make them positive in their dealings and behaviors with the environment.</li> <li>5. .٥Informing individuals and groups and familiarizing them with their natural environment.</li> <li>6. .٦Helping individuals and groups gain awareness of the overall environment.</li> <li>7. .٧Highlighting the great importance of natural resources and the dependence of all human activities on them.</li> <li>8. .٨Precise scientific analysis of the behaviors that led to the disruption of</li> </ol>	<b>Subject objectives</b>

the environmental balance through the multiple environmental problems left by humans through their behavior.					
9. Teaching and learning strategies					
1. Developed Lecture Strategy. 2. .۲Discussion Strategy. 3. .۳Cooperative Learning Strategy. 4. .۴Brainstorming Strategy. 5. .۵Problem Solving Strategy. 6. .۶Feedback.				Strategy	
۱۰. Course Structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Introduction to Environmental Psychology The Origins of Environmental Psychology The Importance of Environmental Education The Concept of Environmental Education Dialogue and Discussion Asking and Answering Questions from the Student	Introduction to Environmental Psychology The Origins of Environmental Psychology The Importance of Environmental Education The Concept of Environmental Education Dialogue and Discussion Asking and Answering Questions from the Student	Introduction to Environmental Psychology The Origins of Environmental Psychology The Importance of Environmental Education The Concept of Environmental Education Dialogue and Discussion Asking and Answering Questions from the Student	Introduction to Environmental Psychology The Origins of Environmental Psychology The Importance of Environmental Education The Concept of Environmental Education Dialogue and Discussion Asking and Answering Questions from the Student	۲	۱
Definitions of Environmental Education Objectives of Environmental Education Characteristics of Environmental Education Dialogue and Discussion Asking and Answering Questions	Definitions of Environmental Education Objectives of Environmental Education Characteristics of Environmental Education	Definitions of Environmental Education Objectives of Environmental Education Characteristics of Environmental Education Dialogue and Discussion	Definitions of Environmental Education Objectives of Environmental Education Characteristics of Environmental Education Dialogue and Discussion	۲	۲

from the Student	Dialogue and Discussion Asking and Answering Questions from the Student	Asking and Answering Questions from the Student	Asking and Answering Questions from the Student		
Areas of Environmental Education Methods and Techniques of Environmental Education Dialogue and Discussion Asking and Answering Questions from the Student	Areas of Environmental Education Methods and Techniques of Environmental Education Dialogue and Discussion Asking and Answering Questions from the Student	Areas of Environmental Education Methods and Techniques of Environmental Education Dialogue and Discussion Asking and Answering Questions from the Student	Areas of Environmental Education Methods and Techniques of Environmental Education Dialogue and Discussion Asking and Answering Questions from the Student	۲	۳
The Necessity of Environmental Education Methods of Achieving Education Dialogue and Discussion Asking and Answering Questions from the Student	The Necessity of Environmental Education Methods of Achieving Education Dialogue and Discussion Asking and Answering Questions from the Student	The Necessity of Environmental Education Methods of Achieving Education Dialogue and Discussion Asking and Answering Questions from the Student	The Necessity of Environmental Education Methods of Achieving Education Dialogue and Discussion Asking and Answering Questions from the Student Environmental Education in the Stages of Education Dialogue and	۲	۴
Environmental Education in the Stages of Education Dialogue and Discussion Asking and Answering Questions from the Student	Environmental Education in the Stages of Education Dialogue and Discussion Asking and Answering Questions from the Student	Environmental Education in the Stages of Education Dialogue and Discussion Asking and Answering Questions from the Student	Discussion Asking and Answering Questions from the Student Preparing the Environmental Education Teacher Dialogue and Discussion Asking and Answering Questions from the Student	۲	۵
Preparing the Environmental	Preparing the Environmental	Preparing the Environmental		۲	۶

Education Teacher Dialogue and Discussion Asking and Answering Questions from the Student	Education Teacher Dialogue and Discussion Asking and Answering Questions from the Student	Education Teacher Dialogue and Discussion Asking and Answering Questions from the Student			
Means of Achieving Environmental Education Everything a Person Needs in a Healthy Natural Environment Dialogue and Discussion Asking and Answering Questions from the Student	Means of Achieving Environmental Education Everything a Person Needs in a Healthy Natural Environment Dialogue and Discussion Asking and Answering Questions from the Student	Means of Achieving Environmental Education Everything a Person Needs in a Healthy Natural Environment Dialogue and Discussion Asking and Answering Questions from the Student	Means of Achieving Environmental Education Everything a Person Needs in a Healthy Natural Environment Dialogue and Discussion Asking and Answering Questions from the Student	٢	٧
First exam of the first semester					٨
				٢	٩
The Role of the School in Protecting the Environment Entrances to Including Environmental Education in School Curricula Dialogue and Discussion Asking and Answering Questions from the Student	The Role of the School in Protecting the Environment Entrances to Including Environmental Education in School Curricula Dialogue and Discussion Asking and Answering Questions from the Student	The Role of the School in Protecting the Environment Entrances to Including Environmental Education in School Curricula Dialogue and Discussion Asking and Answering Questions from the Student	The Role of the School in Protecting the Environment Entrances to Including Environmental Education in School Curricula Dialogue and Discussion Asking and Answering Questions from the Student	٢	١٠

				٢	١١
Strategies for Teaching Environmental Education in School	Strategies for Teaching Environmental Education in School	Strategies for Teaching Environmental Education in School	Strategies for Teaching Environmental Education in School	٢	١٢
Beneficial Activities in Which Students Can Participate Dialogue and Discussion Asking and Answering Questions from the Student	Beneficial Activities in Which Students Can Participate Dialogue and Discussion Asking and Answering Questions from the Student	Beneficial Activities in Which Students Can Participate Dialogue and Discussion Asking and Answering Questions from the Student	Beneficial Activities in Which Students Can Participate Dialogue and Discussion Asking and Answering Questions from the Student	٢	١٣
Leadership field	Leadership field	Leadership field	Leadership field Intellectual	٢	١٤
Intellectual community field Lectures, conferences and seminars Dialogue and discussion Asking questions and answering them from the student	Intellectual community field Lectures, conferences and seminars Dialogue and discussion Asking questions and answering them from the student	Intellectual community field Lectures, conferences and seminars Dialogue and discussion Asking questions and answering them from the student	community field Lectures, conferences and seminars Dialogue and discussion Asking questions and answering them from the student	٢	١٥
Celebrations field Public events Dialogue and discussion Asking questions and answering them from the student	Celebrations field Public events Dialogue and discussion Asking questions and answering them from the student	Celebrations field Public events Dialogue and discussion Asking questions and answering them from the student	Celebrations field Public events Dialogue and discussion Asking questions and answering them from the student	٢	١٦
			Environmental	٢	١٧

Environmental education Objectives of environmental education Objectives of environmental education in terms of their levels Dialogue and discussion Asking questions and answering them from the student	Environmental education Objectives of environmental education Objectives of environmental education in terms of their levels Dialogue and discussion Asking questions and answering them from the student	Environmental education Objectives of environmental education Objectives of environmental education in terms of their levels Dialogue and discussion Asking questions and answering them from the student	education Objectives of environmental education Objectives of environmental education in terms of their levels Dialogue and discussion Asking questions and answering them from the student Environmental education programs Environmental awareness programs Dialogue and discussion Asking questions and answering them from the student	٢	١٨
Environmental education programs Environmental awareness programs Dialogue and discussion Asking questions and answering them from the student	Environmental education programs Environmental awareness programs Dialogue and discussion Asking questions and answering them from the student	Environmental education programs Environmental awareness programs Dialogue and discussion Asking questions and answering them from the student		٢	١٩
The role of society in environmental education Dialogue and discussion Asking questions and answering them from the student	The role of society in environmental education Dialogue and discussion Asking questions and answering them from the student	The role of society in environmental education Dialogue and discussion Asking questions and answering them from the student	The role of society in environmental education Dialogue and discussion Asking questions and answering them from the student	٢	٢٠
<b>For the first exam of the second semester</b>					٢١
			Islam and the environment	٢	٢٢
Islam and the environment	Islam and the environment	Islam and the environment		٢	٢٣



Man and the environment Governance and the environment	Man and the environment Governance and the environment	Man and the environment Governance and the environment The Holy Quran	Man and the environment Governance and the environment	٢	٢٤
The Holy Quran and environmental education Dialogue and discussion Asking questions and answering them from the student	The Holy Quran and environmental education Dialogue and discussion Asking questions and answering them from the student	and environmental education Dialogue and discussion Asking questions and answering them from the student	The Holy Quran and environmental education Dialogue and discussion Asking questions and answering them from the student	٢	٢٥
First exam, second semester	First exam, second semester	First exam, second semester	First exam, second semester	٢	٢٦
		Means of achieving the preservation of the integrity of ecosystems Environmental education in the pre-school stage Dialogue and discussion Asking questions and answering them from the student Aspects of interest in environmental education Dialogue and discussion Asking questions and answering them from the student		٢	٢٧
Means of achieving the preservation of the integrity of ecosystems Environmental education in the pre-school stage Dialogue and discussion Asking questions and answering them from the student	Means of achieving the preservation of the integrity of ecosystems Environmental education in the pre-school stage Dialogue and discussion Asking questions and answering them from the student		Means of achieving the preservation of the integrity of ecosystems Environmental education in the pre-school stage Dialogue and discussion Asking questions and answering them from the student Aspects of interest in environmental education Dialogue and discussion Asking questions and answering them from the student	٢	٢٨
Aspects of interest in environmental education Dialogue and discussion Asking questions and answering them from the student	Aspects of interest in environmental education Dialogue and discussion Asking questions and answering			٢	٢٩

	them from the student				
Aspects of contemporary environmental waste				۲	۳.

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11. Course Evaluation		
Distributing the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc.		
Grade Distribution	Evaluation	٢
5 marks	Surprise Test (COZ)	.١
5 marks	Daily Preparation	.٢
5 marks	Reports	.٣
5 marks	Oral Test	.٤
5 marks	Monthly Exam (First, Second)	.٥
30 marks	Written Exam	.٦
12. Learning and teaching resources		
There is no	Required textbooks (methodology if any)	
<ul style="list-style-type: none"> <li>•Arnaout, Muhammad Al-Sayyid, 2000, Islam and Environmental Education, 1st ed., Dar Al-Amal for Publishing and Distribution, Cairo, Egypt.</li> <li>•Al-Saud, Rateb, 2004, Man and the Environment (A Study in Environmental Education), Dar Al-Hamed for Publishing and Distribution, Amman, Jordan.</li> <li>•Al-Muqaddadi, Kazem, 2006, Environmental Education Book, Arab Academy in Denmark.</li> <li>•Asmaa Radhi, Ayed Radhi, 2016, Environmental Education and Environmental Awareness, Dar Al-Hamed for Publishing and Distribution, Amman, Jordan</li> </ul>	Main references (sources)	
<ol style="list-style-type: none"> <li>1. The college and university website. The most important books</li> <li>2. and sources related to the specialization and those close to it.</li> </ol>	Recommended supporting books and reference scientific journals, reports, etc.	

## Course Description Form

1. Course Name:	
Continuing education	
2. Course Code:	
3. Semester/Year	
Annual 2024/2025	
4. Description Preparation Date:	
2025/1/14	
5. Available Attendance Forms:	
Daily attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
hours per week and 30 weeks / 4 units √	
7. Course administrator's name (mention all, if more than one name)	
Name: <b>Marwan Kadhim Wajar</b>	
Email: ma rwankadhun@uobabylon.edu.iq	
8. Course Objectives	
Course Objectives	<ol style="list-style-type: none"> <li>. 1. The student gets to know the concept of continuing education.</li> <li>2. The student gets to know the goals of continuing education.</li> <li>3. The student gets to know the philosophical foundations of continuing education.</li> <li>4. The student gets to know the most important continuing education institutions.</li> <li>5. The student should differentiate between the concepts: learning, teaching, teaching and training.</li> <li>6. That the student becomes familiar with the principles and requirements of continuing education.</li> <li>7. That the student recognizes the importance of continuing education.</li> <li>8. The student gets to know the beneficiaries of continuing education.</li> <li>9. The student should distinguish between competence, ability and skill.</li> <li>10. For the student to recognize the advantages and obstacles of continuing education.</li> <li>11. The student realizes the importance of the university's role in continuing education.</li> <li>12. For the student to become familiar with the concept and importance of communication,</li> </ol>

	<p>communication, and its types and elements.</p> <p>13. To learn about the concept, importance of self-education and its goals.</p> <p>14. To learn about the concept and importance of e-learning, its patterns, and the advantages and disadvantages of e-learning.</p> <p>15. To learn about the concept and importance of correspondence education, its principles and methods.</p>
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#### 9. Teaching and Learning Strategies

Strategy	<p>١. Developed lecture strategy.</p> <p>٢. Discussion strategy.</p> <p>٣. Cooperative learning strategy.</p> <p>٤. Brainstorming strategy.</p> <p>٥. Problem solving strategy.</p> <p>6. Feedback.</p>
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#### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1.	٢	Learn about the concept of continuing education	The concept of continuing education	Dialogue and discussion	Asking questions and answering them from the student
2.	٢	Identify the goals of continuing education	Objectives of continuing education	Dialogue and discussion	Asking questions and answering them from the student
3.	٢	Identify the philosophical origins of continuing education	Philosophical foundations of continuing education	Dialogue and discussion	Asking questions and answering them from the student
4.	٢	Learn about continuing education institutions	Formal formal education	Dialogue and discussion	Asking questions and answering them from the student
5.	٢		Non-formal education	Dialogue and discussion	Asking questions and answering

					them from the student
6.	۲		Permanent education	Dialogue and discussion	Asking questions and answering them from the student
7.	۲	Recognizing the concepts: learning, teaching, teaching and training	Learning, teaching, teaching and training	Dialogue and discussion	Asking questions and answering them from the student
8.	The first exam for the first semester				
9.	۲	Learn about the principles of continuing education	Principles of continuing education	Dialogue and discussion	Asking questions and answering them from the student
10.	۲	Learn about continuing education requirements	Continuing education requirements	Dialogue and discussion	Asking questions and answering them from the student
11.	۲	Identifying the beneficiaries of continuing education	Beneficiaries of continuing education	Dialogue and discussion	Asking questions and answering them from the student
12.	۲	Recognize the distinction between competence, ability and skill	Distinguish between competence, ability and skill	Dialogue and discussion	Asking questions and answering them from the student
13.	۲	Recognize the importance of continuous education	The importance of continuous education	Dialogue and discussion	Asking questions and answering them from the student
14.	۲	Identify the characteristics of continuing	Characteristics of continuing education	Dialogue and discussion	Asking questions and answering

		education			them from the student
15.	۲	Learn about the foundations of continuing education	Foundations of continuing education	Dialogue and discussion	Asking questions and answering them from the student
16.	۲	Identify the social basis of continuing education	The social basis of continuing education	Dialogue and discussion	Asking questions and answering them from the student
17.	۲	Identify the psychological basis of continuing education	The psychological basis of continuing education	Dialogue and discussion	Asking questions and answering them from the student
18.	۲	Learn about the university's role in continuing education	The role of the university in continuing education	Dialogue and discussion	Asking questions and answering them from the student
19.	The first exam of the second semester				
20.	۲	The concept of communication and communication	Learn about communication and communication	Dialogue and discussion	Asking questions and answering them from the student
21.	۲	The origins and importance of communication and communication		Dialogue and discussion	Asking questions and answering them from the student
22.	۲	Types of communication and communication		Dialogue and discussion	Asking questions and answering them from the student
23.	۲	Communication and communication elements		Dialogue and discussion	Asking questions and answering them from the student
24.		Workshop on effective communication and communication		Cooperative learning strategy	Student success individually through oral questions

					The success of the group is through their cooperation in accomplishing the task required of them
25.	۲	The concept and importance of self-education	Learn about the concept and importance Self-education	Dialogue and discussion	Asking questions and answering them from the student
26.	۲	Self-education goals		Dialogue and discussion	Asking questions and answering them from the student
27.	۲	The concept and importance of e-learning and its patterns	Learn about e-learning	Dialogue and discussion	Asking questions and answering them from the student
28.	۲	Advantages and disadvantages of e-learning		Dialogue and discussion	Asking questions and answering them from the student
29.	۲	Identify the concept, importance and objectives of correspondence education	The concept, importance and objectives of correspondence education	Dialogue and discussion	Asking questions and answering them from the student
30.		Principles and methods of correspondence education	Learn about the principles and methods of correspondence education	Dialogue and discussion	Asking questions and answering them from the student



## Course description form

<b>1. Name of the course</b> Curricula and teaching methods	
<b>2. Course code</b>	
<b>3. Semester/year</b> Annual 2024/2025	
<b>4. The date this description was prepared</b> 1/15/2025	
<b>5. Available attendance forms</b> Daily attendance	
<b>6. Number of study hours (total) / Number of units (total)</b> 3 hours per week and 30 weeks / 3 units	
<b>7. Name of the course administrator (if more than one name is mentioned)</b>	
Name: A. M. D. Imran Abdel Saqb	
Email: <a href="mailto:hum.omran.segab@vobabylon.edu.iq">hum.omran.segab@vobabylon.edu.iq</a>	
<b>8. Course objectives</b>	
1. The student gets to know the types of curricula. 2. The student gets to know the concept of the curriculum. 3. The student should differentiate between traditional and modern curricula. 4. The student gets to know Bloom's classification of goals. 5. The student gets to know the types of goals. 6. The student should be able to formulate behavioral goals. 7. The student gets to know the concept of method and strategy in teaching. 8. For the student to become familiar with the lecture method. 9. The student gets to know the method of discussion. 10- For the student to know the method of investigation. 11. The student gets to know the strategy (Think, Marry, Share). 12. The student gets to know the strategy (brainstorming).	<b>Objectives of the study subject</b>

<b>9. Teaching and learning strategies</b>				
<b>9. Teaching and learning strategies</b>				
<b>1. Lecture method</b>				
<b>2. Discussion method</b>				
<b>3-Brainstorming strategy</b>				
<b>10. Course structure</b>				
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Topic name</b>	<b>Watches</b>	<b>week</b>
Oral exams	Discussion and lecture	Curriculum concept	3	1
Oral exams	Discussion and lecture	Types of curriculum	3	2
Oral exams	Discussion and lecture	The difference	3	3
Oral exams	Discussion and lecture	between the traditional and modern approaches	3	4
Oral exams	Discussion and lecture	Curriculum elements	3	5
Oral exams	Discussion and lecture	Teaching method	3	6
Oral exams	Discussion and lecture	Content	3	7
Oral exams	Discussion and lecture	Evaluation method	3	8
				9
Oral exams	Discussion and lecture	The concept of educational goals	3	10
Oral exams	Discussion and lecture	Bloom's taxonomy of educational objectives	3	11
Oral exams	Discussion and lecture	General educational goals	3	12
Oral exams	Discussion and lecture	Educational objectives	3	13

Oral exams	Discussion and lecture	Behavioral goals	3	14
Oral exams	Discussion and lecture	The concept of teaching strategy	3	15
Oral exams	Discussion and lecture	The concept of teaching method	3	16
Oral exams	Discussion and lecture	The difference between strategy, method and method	3	17
Oral exams	Discussion and lecture	Lecture method	3	18
Oral exams	Discussion and lecture	Discussion method	3	19
Oral exams	Discussion and lecture	Survey method	3	20
Oral exams	Discussion and lecture	Strategy (brainstorming)	3	21
Oral exams	Discussion and lecture	Six Hats Strategy	3	22
Oral exams	Discussion and lecture	Strategy (problem solving)	3	23
Oral exams	Discussion and lecture	Strategy (Think, Marry, Share)	3	24
				25
Oral exams	Discussion and lecture	Study plan (its concept)	3	26
Oral exams	Discussion and lecture	Types of plans	3	27
Oral exams	Discussion and lecture	Study plan elements	3	28
Oral exams	Discussion and lecture	Study plan	3	29
Oral exams	Discussion and lecture	applications Tests	3	30

<b>11. Course evaluation</b>		
<b>Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, ....written exams, reports</b>		
<b>Grade distribution</b>	<b>Evaluation</b>	<b>T</b>
<b>30 degrees</b>	<b>Written tests (first and second months)</b>	<b>1</b>
<b>degrees 10</b>	<b>Daily oral tests</b>	<b>2</b>
<b>degrees 10</b>	<b>Applying practical</b>	<b>3</b>
<b>Edegrees 50</b>	<b>lessons in class Written exam</b>	<b>4</b>
<b>12. Learning and teaching resources</b>		
<b>1 - Lectures taken from various sources in teaching methods</b>		
<b>2 - Information taken from websites</b>		
<b>3 - Scientific reports and research in the field of teaching methods and strategies</b>		

1. Course Name:					
Curricula and methods of teaching Arabic language					
2. Course Code:					
3. Semester/Year					
2025					
4. Description Preparation Date:					
2025-1-11					
5. Available Attendance Forms:					
Weekly					
6. Number of Credit Hours (Total) / Number of Units (Total)					
45					
7. Course administrator's name (mention all, if more than one name)					
Name: d. joather hamza Email: <a href="mailto:joather380@gmail.com">joather380@gmail.com</a>					
8. Course Objectives					
Course Objectives			<ul style="list-style-type: none"> <li>• Students should know strategy .....</li> <li>• ... To distinguish between style and method .....</li> <li>• To enumerate the factors affecting the choice of method .....</li> </ul>		
9. Teaching and Learning Strategies					
Strategy		Cooperative learning – classroom discussion – brainstorming			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

Method Method Methods of teaching reading – Methods of teaching literature – Methods of teaching expression	3	That students know the method and method and distinguish between them Introducing students to the objectives of teaching reading – designing a lesson according to the reading steps	Teaching methods	Discussion, cooperative learning and lecture	Oral questions and cuz
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**11. Course Evaluation**

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

**12. Learning and Teaching Resources**

Required textbooks (curricular books, if any)	No
Main references (sources)	Modern strategies in effective teaching
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

## Course Description Form

1. Course Name:					
Curricula and methods of teaching history					
2. Course Code:					
3. Semester/Year					
2025					
4. Description Preparation Date:					
2025 -1-11					
5. Available Attendance Forms:					
Weekly					
6. Number of Credit Hours (Total) / Number of Units (Total)					
45					
7. Course administrator's name (mention all, if more than one name)					
Name: shaemaa hamza			Email:		
hum.shaemaa.hamza@uobabylon.edu.iq					
8. Course Objectives					
Course Objectives			<ul style="list-style-type: none"> <li>Students should know strategy .....</li> <li>... To distinguish between style and method .....</li> <li>To enumerate the factors affecting the choice of method .....</li> <li>.....</li> <li>.....</li> </ul>		
9. Teaching and Learning Strategies					
Strategy					
10. Course Structure					
Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluation method



		Outcomes			
Method– method– strategy– lecture method– discussion– problem solving– investigation– planning	3	That students know the method and method and distinguish between them Introducing students to the objectives of teaching reading – designing a lesson according to the reading steps	Teaching methods	Discussion, cooperative learning and lecture	Oral questions and cuz

## **11. Course Evaluation**

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

## **12. Learning and Teaching Resources**

Required textbooks (curricular books, if any)	no
Main references (sources)	Principles of teaching social subjects
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

## Course Description Form

1. Course Name:	
Educational psychology	
2. Course Code:	
3. Semester/Year	
Annual 2024/2025	
4. Description Preparation Date:	
٢٠٢٤/٣/١	
5. Available Attendance Forms:	
Daily attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
hours per week and 30 weeks / 4 units ٢	
7. Course administrator's name (mention all, if more than one name)	
Name: Sadeq Kazem Jarjow Al-Shamari Name: Muhamnd k.A AL-Dulame Email: mohanned.kadhum@uobabylon.edu.iq	
8. Course Objectives	
Course Objectives	<p>The student knows educational psychology and can present its main areas of study.</p> <p>The student can differentiate between different types of research (descriptive, correlational, experimental).</p> <p>The student can describe the steps of conducting experimental research.</p> <p>The student knows the difference between educational, instructional, and behavioral objectives.</p> <p>The student knows the concept of motivation and its types.</p> <p>The student suggests different strategies to stimulate students' motivation in the classroom.</p> <p>The student applies different strategies to improve the memorization process.</p> <p>The student explains different theories of forgetting.</p> <p>The student suggests ways to reduce forgetting during learning.</p> <p>The student differentiates between sensation, attention, and perception.</p> <p>The student describes the factors that affect the perception process.</p>

	<p>The student classifies the different types of memory.</p> <p>The student knows the concept of thinking and its characteristics.</p> <p>The student differentiates between different types of thinking (critical, creative, logical).</p> <p>The student knows the concept of creative thinking and its basic skills.</p> <p>The student designs an innovative teaching unit based on Bruner's theory to teach a specific concept in their subject.</p> <p>The student can state two different definitions of intelligence.</p> <p>The student can explain the difference between human intelligence and artificial intelligence.</p> <p>The student can list the different types of memory.</p> <p>The student can explain how factors such as attention and training affect the efficiency of information processing.</p> <p>The student can explain the relationship between perception and thinking in the information processing process.</p> <p>The student knows the definition of learning and teaching.</p> <p>The student can list the basic theories of education.</p> <p>The student can explain the importance of motivation in the learning process.</p> <p>The student can explain how the learning environment affects the learner.</p> <p>The student knows the concept of "discovery learning" according to Bruner's theory.</p> <p>The student can explain the importance of the teacher's role in facilitating the learning process according to Bruner's theory.</p> <p>The student knows the concept of "active learning" according to Ausubel's theory.</p> <p>The student knows the definition of readiness to learn.</p> <p>The student can explain how biological maturity affects readiness to learn.</p> <p>☐ The student can explain the relationship between motivation and readiness to learn.</p>
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9. Teaching and Learning Strategies					
Strategy		١. Developed lecture strategy. ٢. Discussion strategy. ٣. Cooperative learning strategy. ٤. Brainstorming strategy. ٥. Problem solving strategy. 6. Feedback.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1.	٢	Understanding the meaning of educational psychology	Definition and scope of educational psychology	Dialogue and discussion	Asking questions and answering them from the student
2.	٢	Identify the goals and fields of educational psychology	Objectives, areas and topics of educational psychology	Dialogue and discussion	Asking questions and answering them from the student
3.	٢	The student should be able to formulate behavioral objectives and formulate a question that achieves the objective	Educational goals, their levels, and formulation	Dialogue and discussion	Asking questions and answering them from the student
4.	٢	Learn about learning and teaching and the difference between them	Learning and teaching	Dialogue and discussion	Asking questions and answering them from the student
5.	٢		Its characteristics	Dialogue and discussion	Asking questions and answering them from the student

6.	۲		The difference between learning and teaching	Dialogue and discussion	Asking questions and answering them from the student
7.	۲	Identify the factors affecting learning	Factors affecting learning	Dialogue and discussion	Asking questions and answering them from the student
8.	The first exam for the first semester				
9.	۲	Learn about teaching and learning theories	Learning and teaching theories	Dialogue and discussion	Asking questions and answering them from the student
10.	۲		Thorndyke	Dialogue and discussion	Asking questions and answering them from the student
11.	۲		Pavlov	Dialogue and discussion	Asking questions and answering them from the student
12.	۲		Skinner	Dialogue and discussion	Asking questions and answering them from the student
13.	۲		Gestalt	Dialogue and discussion	Asking questions and answering them from the student
14.	۲		Social learning theory	Dialogue and discussion	Asking questions and answering them from the student

15.	۲		Cognitive learning theory	Dialogue and discussion	Asking questions and answering them from the student
16.	۲	Learn about memory and its theories	Memory and its types	Dialogue and discussion	Asking questions and answering them from the student
17.	۲	Learn about remembering and forgetting and their theories	Remembering and forgetting	Dialogue and discussion	Asking questions and answering them from the student
18.	۲		Theories explaining forgetting	Dialogue and discussion	Asking questions and answering them from the student
19.	۲		Strategies to help memorize and remember	Dialogue and discussion	Asking questions and answering them from the student
20.	۲	Identify the transfer of learning effects	Transfer learning effect	Dialogue and discussion	Asking questions and answering them from the student
21.	The first exam of the second semester				
22.	۲	Teaching concepts	Learn the meaning of the concept and creative and scientific thinking	Dialogue and discussion	Asking questions and answering them from the student
23.	۲	Thinking and creative thinking		Dialogue and discussion	Asking questions and answering them from the student

24.	۲	Learn skills and habits	Learn about learning skills and habits	Dialogue and discussion	Asking questions and answering them from the student
25.	۲	Motivation and its role in learning	Identify the role of motivation in the learning process	Dialogue and discussion	Asking questions and answering them from the student
26.	۲	Feedback	Learn the meaning of feedback	Dialogue and discussion	Asking questions and answering them from the student
27.	۲	Its educational applications		Dialogue and discussion	Asking questions and answering them from the student
28.	۲	Individual differences	Identify individual differences	Dialogue and discussion	Asking questions and answering them from the student
29.	۲	Its impact on learning		Dialogue and discussion	Asking questions and answering them from the student
30.	۲	Problem Solving	Learn about problem solving	Dialogue and discussion	Asking questions and answering them from the student



### 11. Course Evaluation

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

S	Evaluation	Grade distribution
1.	surprise test (coz)	5 degrees
2.	Daily preparation	5 degrees
3.	Reports	5 degrees
4.	Oral exam	5 degrees
5.	Monthly exam (first, second)	30 degrees
6.	Written exam	50 degrees

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	General psychology Principles of educational psychology
Main references (sources)	١. The college and university website ٢. University guide 3. The most important books and sources related to the specialty and those close to it.
Recommended books and references (scientific journals, reports...)	American Journal of Psychology APA
Electronic References, Websites	١. The comprehensive multi-disciplinary electronic journal MECSJ ٢. The comprehensive multidisciplinary electronic journal EIMJ ٣. The comprehensive multi-disciplinary electronic journal MECSJ

## Course Description Form

1. Course Name:	
General psychology	
2. Course Code:	
3. Semester/Year	
Annual 2024/2025	
4. Description Preparation Date:	
4/1/2025	
5. Available Attendance Forms:	
Daily attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
hours per week and 30 weeks / 4 units 2	
7. Course administrator's name (mention all, if more than one name)	
Name: <b>Rana Flyah Abbas</b> Email: <a href="mailto:ranaflyah88@gmail.com">ranaflyah88@gmail.com</a>	
8. Course Objectives	
Course Objectives	<ol style="list-style-type: none"> <li>1. For the student to become familiar with the concept of general psychology and its areas of interest and study.</li> <li>2. The student gets to know the most important schools of psychology and theorists and their most important scientific opinions in explaining human behavior.</li> <li>3. That the student understands the meaning and nature of behavior.</li> <li>4. For the student to recognize the importance of motivation in the field of psychology.</li> <li>5. The student gets to know mental processes.</li> <li>6. The student gets to know the meaning of the process of attention, remembering, thinking and perception.</li> <li>7. For the student to know the meaning of feedback, its types, and its importance to the teacher.</li> <li>8. The student gets to know the theories of learning and teaching and their educational applications.</li> <li>9. That the student understands the factors affecting human behavior.</li> </ol>

		10. The student gets to know the skills and habits and how to acquire them and benefit from them in learning.			
9. Teaching and Learning Strategies					
Strategy	١. Developed lecture strategy. ٢. Discussion strategy. ٣. Cooperative learning strategy. ٤. Brainstorming strategy. ٥. Problem solving strategy. 6. Feedback.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1.	2	General psychology Learn about the meaning of	General psychology: its definition and historical development	Dialogue and discussion	Asking questions and answering them from the student
2.	2	Identify the goals and fields of general psychology	Objectives, areas and topics of general psychology	Dialogue and discussion	Asking questions and answering them from the student
3.	2	The student should be able to formulate behavioral objectives and formulate a question that achieves the objective	Educational goals, their levels, and formulation	Dialogue and discussion	Asking questions and answering them from the student
4.	2	Learn about learning and teaching and the difference between them	Learning and teaching	Dialogue and discussion	Asking questions and answering them from the student
5.	2		Its characteristics	Dialogue and	Asking questions

				discussion	and answering them from the student
6.	2		The difference between learning and teaching	Dialogue and discussion	Asking questions and answering them from the student
7.	2	Identify the factors affecting learning	Factors affecting learning	Dialogue and discussion	Asking questions and answering them from the student
8.	The first exam for the first semester				
9.	2	Learn about teaching and learning theories	Learning and teaching theories	Dialogue and discussion	Asking questions and answering them from the student
10.	2		Thorndyke	Dialogue and discussion	Asking questions and answering them from the student
11.	2		Pavlov	Dialogue and discussion	Asking questions and answering them from the student
12.	2		Skinner	Dialogue and discussion	Asking questions and answering them from the student
13.	2		Gestalt	Dialogue and discussion	Asking questions and answering them from the student
14.	2		Social learning theory	Dialogue and	Asking questions

				discussion	and answering them from the student
15.	2		Cognitive learning theory	Dialogue and discussion	Asking questions and answering them from the student
16.	2	Learn about memory and its theories	Memory and its types	Dialogue and discussion	Asking questions and answering them from the student
17.	2	Learn about remembering and forgetting and their theories	Remembering and forgetting	Dialogue and discussion	Asking questions and answering them from the student
18.	2		Theories explaining forgetting	Dialogue and discussion	Asking questions and answering them from the student
19.	2		Strategies to help memorize and remember	Dialogue and discussion	Asking questions and answering them from the student
20.	2	Identify the transfer of learning effects	Transfer learning effect	Dialogue and discussion	Asking questions and answering them from the student
21.	The first exam of the second semester				
22.	2	Teaching concepts	Learn the meaning of the concept and creative and scientific thinking	Dialogue and discussion	Asking questions and answering them from the student
23.	2	Thinking and creative thinking		Dialogue and	Asking questions

				discussion	and answering them from the student
24.	2	Learn skills and habits	Learn about learning skills and habits	Dialogue and discussion	Asking questions and answering them from the student
25.	2	Motivation and its role in learning	Identify the role of motivation in the learning process	Dialogue and discussion	Asking questions and answering them from the student
26.	2	Feedback	Learn the meaning of feedback	Dialogue and discussion	Asking questions and answering them from the student
27.	2	Its educational applications		Dialogue and discussion	Asking questions and answering them from the student
28.	2	Individual differences	Identify individual differences	Dialogue and discussion	Asking questions and answering them from the student
29.	2	Its impact on learning		Dialogue and discussion	Asking questions and answering them from the student
30.	2	Problem Solving	Learn about problem solving	Dialogue and discussion	Asking questions and answering them from the student

### 11. Course Evaluation

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

S	Evaluation	Grade distribution
1.	surprise test (coz)	5 degrees
2.	Daily preparation	5 degrees
3.	Reports	5 degrees
4.	Oral exam	5 degrees
5.	Monthly exam (first, second)	30 degrees
6.	Written exam	50 degrees

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	General psychology Principles of educational psychology
Main references (sources)	1. The college and university website 2. University guide 3. The most important books and sources related to the specialty and those close to it.
Recommended books and references (scientific journals, reports...)	Introduction to Psychology (Linda Davidoff) Translated by: Sayed Tawab, Mahmoud Omar, Najeeb Khuzam
Electronic References, Websites	1 . The comprehensive multi-disciplinary electronic journal MECSJ

## Course Description Form

<b>Course name .١</b>	
developmental psychology	
<b>Course code .٢</b>	
<b>Semester/Year.٣</b>	
Annual ٢٠٢٤ / ٢٠٢٥	
<b>Date of preparation of this description .٤</b>	
٥ ٢٠٢٤/١/١١	
<b>Available forms of attendance .٥</b>	
Daily attendance	
<b>Number of study hours (total) / Number of units (total) .٦</b>	
hours per week, ٣٠ weeks / ٤ units ٢	
<b>Name of the course supervisor (if more than one name is mentioned) .٧</b>	
<b>Name : Aseel Lateef Ketab</b> <b>Email :aseel.ketab@uobabylon.edu.iq</b>	
<b>Course objectives .٨</b>	
<p>10.The student should be familiar with the concept of science. Same .growth and areas of interest and study</p> <p>11.The student should learn about the importance of studying . developmental psychology and its relationship to other sciences</p> <p>12.The student understands the meaning of growth , its nature and its role .in teaching</p> <p>13.The student should learn about the most important general laws and . basic principles of growth</p> <p>14.The student should know and understand the factors. Influential in Growth Humanitarian</p> <p>15.The student should be familiar with the different developmental . requirements (childhood, adolescence and old age)</p> <p>16.The student will become familiar with the most important theories</p>	<b>Subject objectives</b>



.explaining human development and their educational applications 17. The student should be able to understand and understand the different .stages of development (childhood, adolescence and old age) The student should become familiar with the most important scientific –٩ .approaches and methods used in the study of developmental psychology The student should learn about skills and habits and how to acquire –١٠ .them and benefit from them in learning					
Teaching and learning strategies .٩					
7. .Advanced lecture strategy 8. .Discussion strategy 9. .Cooperative learning strategy 10. .Brainstorming strategy 11. strategy Problem solving. 12. . Feedback					Strategy
Course Structure .١٠					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Asking and answering questions from the student	Dialogue and discussion	science Same growth : definition, historical development	Learn the meaning of science same growth	٢	٣١
Asking and answering questions from the student	Dialogue and discussion	Objectives, areas and topics of science The same growth and the importance of studying it and its relationship to other sciences	Identify the objectives and fields of science The same growth and the importance of studying it and its relationship to other sciences	٢	٣٢
Asking and answering questions from the student	Dialogue and discussion	Recognition on laws And principles science same	Learn the laws and principles of developmental	٢	٣٣

		<b>Growth</b>	<b>psychology</b>		
<b>Asking and answering questions from the student</b>	<b>Dialogue and discussion</b>	<b>Genetic factors environmental - factors</b>	<b>Identifying the factors affecting human growth</b>	۲	۳۴
<b>Asking and answering questions from the student</b>	<b>Dialogue and discussion</b>	<b>Endocrine system - nervous system</b>		۲	۳۵
<b>Asking and answering questions from the student</b>	<b>Dialogue and discussion</b>	<b>Care And nutrition - Maturity And learning - Factors Other ( construction) Parents - disease And accidents - Emotions Acute Factors - Climate And the weather</b>		۲	۳۶
<b>Asking and answering questions from the student</b>	<b>Dialogue and discussion</b>	<b>Stages of development - Developmental requirements - Educational applications of developmental psychology</b>	<b>Identifying the stages of development - developmental requirements - educational applications of developmental psychology</b>	۲	۳۷
<b>First exam of the first semester</b>					۳۸
<b>Asking and answering questions from the student</b>	<b>Dialogue and discussion</b>	<b>Freud's theory</b>	<b>Learn about the theories that explain human .development</b>	۲	۳۹
<b>Asking and answering questions from the student</b>	<b>Dialogue and discussion</b>	<b>Erikson's theory</b>		۲	۴۰
<b>Asking and answering questions from</b>	<b>Dialogue and discussion</b>	<b>Piaget's theory</b>		۲	۴۱

the student					
Asking and answering questions from the student	Dialogue and discussion	Pandora's theory		۲	۴۲
Asking and answering questions from the student	Dialogue and discussion	Stages of development ( prenatal stage - fetal stage) and factors	Identify the stages of growth and development	۲	۴۳
Asking and answering questions from the student	Dialogue and discussion	Influential in growth Fetus - Cradle and Breastfeeding Stage		۲	۴۴
Asking and answering questions from the student	Dialogue and discussion	The most important characteristics of fetal growth during the infancy and breastfeeding stage		۲	۴۵
Asking and answering questions from the student	Dialogue and discussion			۲	۴۶
Asking and answering questions from the student	Dialogue and discussion			۲	۴۷
First exam of the second semester					۴۸
Asking and answering questions from the student	Dialogue and discussion	Manifestations Growth during turn life Individual ( of Childhood to adolescence	Recognition on Manifestations	۲	۴۹
Asking and answering questions from the student	Dialogue and discussion	Physical growth in childhood and adolescence		۲	۵۰
Asking and answering questions from the student	Dialogue and discussion	Physiological growth in childhood and adolescence			۵۱
Asking and answering	Dialogue and	Motor development in		۲	۵۲

questions from the student	discussion	childhood and adolescence	Growth during turn life		
Asking and answering questions from the student	Dialogue and discussion	Mental development in childhood early, middle ) (and late	Individual ( of Childhood to adolescence (	۲	۵۳
Asking and answering questions from the student	Dialogue and discussion	Mental development in adolescence early, middle ) (and late		۲	۵۴
Asking and answering questions from the student	Dialogue and discussion	Emotional development in childhood and adolescence		۲	۵۵
Asking and answering questions from the student	Dialogue and discussion	Social development in childhood and adolescence		۲	۵۶
Asking and answering questions from the student	Dialogue and discussion	Language development in childhood and adolescence		۲	۵۷
Asking and answering questions from the student	Dialogue and discussion	Sexual development in childhood and adolescence		۲	۵۸
Asking and answering questions from the student	Dialogue and discussion	Curricula And methods Search in science same Growth	The student should be able to identify the approaches and methods of research in developmental .psychology	۲	۵۹
Asking and answering questions from the student	Dialogue and discussion	Characteristics, factors and steps of the experimental method - the most important Roads Descriptive used in study Growth - Most	Identify research methods in developmental psychology experimental ) method - descriptive method - historical	۲	۶۰

		important means get on Information	method - method) - Anthropology The method Clinical ( clinical ) - means of obtaining (information		
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<b>Course Evaluation .١١</b>		
The grade is distributed out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc		
<b>Grade distribution</b>	<b>Evaluation</b>	<b>T</b>
degrees ٥	surprise test (coz)	.٧
degrees ٥	Daily preparation	.٨
degrees ٥	Reports	.٩
degrees ٥	Oral test	١٠
degrees ٣٠	Monthly exam (first, second)	١١
degrees ٥٠	Written Exam	١٢
<b>Learning and teaching resources .١٢</b>		
science same Growth / Preparation : Kamel Mohammed Mohammed Awida / Review : Prof. Dr. Muhammad Rajab Al-Bayoumi - Theories of Human Development and Their Educational Applications Dr. Moawia Mahmoud Abu Ghazal	<b>Required textbooks (methodology if any)</b>	
<ol style="list-style-type: none"> <li>College and University Website</li> <li>Guide University</li> <li>The most important books and sources related to the specialty and those close to it</li> </ol>	<b>Main References (Sources)</b>	
American Journal of PsychologyAPA	<b>Recommended supporting books and references scientific journals, reports, ) (.etc</b>	
<ol style="list-style-type: none"> <li>Multidisciplinary Comprehensive Electronic JournalMECSJ</li> <li>EIMJ ( ( Electronic Multidisciplinary Journal</li> <li>Multidisciplinary Comprehensive Electronic JournalMECSJ</li> </ol>	<b>Electronic references, websites</b>	

## Course description form

1-Name of the course	
2-Developmental psychology	
Course code	
3-semester/year	
Annual 2024-2025	
The date this description was prepared	
1/13/2025	
Available attendance forms	
Daily attendance	
Number of study hours (total) / Number of units (total)	
hours per week and 30 weeks / 4 units	
Name of the course administrator (if more than one name is mentioned)	
Name: Raghad Hussein Hamza	
Email: raghadhmzia@gmail.com	
8-Course objectives	
1-The student gets to know the meaning of developmental psychology.	Objectives of the study subject
2-For the student to recognize the importance of theoretical and	
applied developmental psychology.	

<p>3- For the student to recognize the importance of theoretical and applied</p> <p>4-developmental psychology. For the student to understand the meaning of research methods in developmental psychology.</p> <p>5-The student gets to know the types of scientific observation in developmental psychology.</p> <p>6-The student gets to know the factors affecting developmental psychology.</p> <p>7-That the student becomes familiar with the demands of growth.</p> <p>8-The student gets to know the concept of child attention and exploration.</p> <p>9-The student gets to know the concept of moral and emotional development.</p> <p>10-The student gets to know the concept of socialization.</p> <p>11-The student should know the meaning of behavioral deviations and their causes.</p> <p>12-For the student to know the meaning of the psychology of adolescence.</p>	
<p>9-Teaching and learning strategies</p>	
<p>1-Developed lecture strategy.</p> <p>2. Discussion strategy.</p>	<p>For strategy</p>



3. Cooperative learning strategy.	
4. Brainstorming strategy.	
5. Problem solving strategy.	
6. Feedback.	

# ١٠. Course structure

Week Hours	Required learning	outcomes Name of	the unit or topic	Learning method	Evaluation metho
Getting to know the meaning of growth psychology	he meaning of growth and trends in growth psychology	dialogue and discussion	asking questions and answering them from the student	٢	٦١
Recognizing the importance of theoretical and applied developmental psychology	he meaning of growth and trends in growth psychology	Its importance in guiding children and adolescents Dialogue and	discussion: Asking questions and answering them from the student	٢	٦٢

Enables the student to become familiar with research methods in developmental psychology	he descriptive approach, and the experimental approach in developmental psychology	the descriptive approach, and the experimental approach in developmental	Dialogue and discussion. Asking and answering questions from the student.	۲	۶۳
Enables the student to become familiar with research methods in developmental psychology	he descriptive approach, and the experimental approach in developmental psychology	Internal structured observation	Identify the types of scientific observation in developmental psychology	۲	۶۴
Enables the student to become familiar with research methods in developmental psychology	he descriptive approach, and the experimental approach in developmental psychology	External structured observation		۲	۶۵
Enables the student to become familiar with research methods in developmental psychology	he descriptive approach, and the experimental approach in developmental psychology	Casual or spontaneous observation		۲	۶۶
Enables the student to become	he descriptive approach, and the	The effect of	Identify the factors	۲	۶۷

familiar with research methods in developmental psychology	experimental approach in developmental psychology	genetics and environment on the development of a child's personality	affecting developmental psychology		
Enables the student to become familiar with research methods in developmental psychology	he descriptive approach, and the experimental approach in developmental psychology	Developmental demands in childhood, adolescence and adulthood	Identify the most important growth requirements	۲	۶۸
Enables the student to become familiar with research methods in developmental psychology	he descriptive approach, and the experimental approach in developmental psychology	Growth demands in old age	The student learned about the concept of child exploration and attention	۲	۶۹
Enables the student to become familiar with research methods in developmental psychology	he descriptive approach, and the experimental approach in developmental psychology	Factors influencing a child's exploration and attention	Get to know the student	۲	۷۰
Enables the student to become familiar with research methods in	he descriptive approach, and the experimental approach in developmental	Methods of parental treatment of the child	The concept of moral and emotional development	۲	۷۱

developmental psychology	psychology	exploring in the early years			
Enables the student to become familiar with research methods in developmental psychology	he descriptive approach, and the experimental approach in developmental psychology	Ethical concepts - ethical behavior and immoral behavior		۲	۷۲
Enables the student to become familiar with research methods in developmental psychology	he descriptive approach, and the experimental approach in developmental psychology	True and false standards for the development of conscience in children		۲	۷۳
Enables the student to become familiar with research methods in developmental psychology	he descriptive approach, and the experimental approach in developmental psychology	Manifestations of emotional disturbance in children and causes of emotional disturbance in children		۲	۷۴
Enables the student to become familiar with research	he descriptive approach, and the experimental approach in	Basics of socialization in	The concept of socialization	۲	۷۵

methods in developmental psychology	developmental psychology	children			
Enables the student to become familiar with research methods in developmental psychology	he descriptive approach, and the experimental approach in developmental psychology	Theories that explain socialization in children	Behavioral deviations and their causes	۲	۷۶
Enables the student to become familiar with research methods in developmental psychology	he descriptive approach, and the experimental approach in developmental psychology	Causes of behavioral deviations in children		۲	۷۷
Enables the student to become familiar with research methods in developmental psychology	he descriptive approach, and the experimental approach in developmental psychology	Factors for reducing behavioral deviations in children - treating behavioral deviations in children		۲	۷۸
Enables the student to become familiar with research methods in developmental psychology	he descriptive approach, and the experimental	Cognitive development in adolescents - characteristics of	Psychology of adolescence, cognitive development in adolescents -	۲	۷۹

	approach in developmental psychology	adolescent thinking	characteristics of adolescent thinking Manifestations		
		Significant Development in Administrators - Share of Administrators in Thienking			۸۰

11-Course evaluation		
Distribution of the grade out of (100) according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.		
Evaluation grade distribution	Evaluation grade distribution	ت
5 degrees	surprise test (coz)	١٣
5 degrees	Daily preparation	١٤
5 degrees	Reports	١٥
5 degrees	Oral exam	١٦
30 degrees	Monthly exam (first, second)	١٧
50 degrees	Written exam	١٨
١٢- Learning and teaching resources.		
١-Developmental psychology: Professor Dr. Fahim Hussein Al-Tarihi Professor Dr. Hussein Rabie Hammadi 2-The psychology of human development between childhood and adolescence Professor Dr: Thaer Ahmed Ghobari Professor Dr: Khaled Muhammad Abu Shaira	Required textbooks (methodology, if any).	
. The college and university website 2. University guide. The most important books and sources related to the specialty and those close to it.	Main references (sources)	
Scientific journals in the same specialty.	Recommended supporting books	

	and references (scientific journals, reports...)
<p>1-The comprehensive multi-disciplinary electronic journal MECSJ.</p> <p>The comprehensive multidisciplinary electronic journal EIMJ.</p>	Electronic references, Internet sites

## Course Description Form



1. Course Name:	
Descriptive statistics	
2. Course Code:	
3. Semester/Year	
Annual 2024/2025	
4. Description Preparation Date:	
1/10/2024	
5. Available Attendance Forms:	
Daily attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours per week and 30 weeks / 4 units	
7. Course administrator's name (mention all, if more than one name)	
Name: <b>Fayeq Rheid Mohammed</b>	
Email: <b>hum.fayeq.rheid@uobabylon.edu.iq</b>	
8. Course Objectives	
Course Objectives	<ol style="list-style-type: none"> <li>1. The student should be familiar with the concept of descriptive statistics and its study.</li> <li>2. The student should be familiar with the meaning of descriptive statistics, its importance and its fields.</li> <li>3. The student should understand the meaning of the types of variables and statistical means.</li> <li>4. The student should be familiar with the statistical methods in the field of descriptive statistics.</li> <li>5. The student should be familiar with the</li> </ol>

	<p>levels of measurement.</p> <p>6. The student should be familiar with the statistical concepts.</p> <p>7. The student should be familiar with how to use the appropriate statistical tools.</p> <p>8. The student should be familiar with describing and analyzing data.</p> <p>9. The student should be aware of how to classify and use data.</p> <p>10. The student should be familiar with samples and their types.</p>
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#### 9. Teaching and Learning Strategies

Strategy	<p>1. Developed lecture strategy.</p> <p>2. Discussion strategy.</p> <p>3. Cooperative learning strategy.</p> <p>4. Brainstorming strategy.</p> <p>5. Problem solving strategy.</p> <p>6. Feedback.</p>
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#### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1.	2	Understanding the meaning of descriptive statistics Descriptive statistics	definition, historical development	Dialogue and discussion	Asking questions and answering them from the student
2.	2	Identify the	Objectives,	Dialogue and	Asking questions

		objectives and areas of descriptive statistics	areas and topics of descriptive statistics	discussion	and answering them from the student
3.	2	Importance of statistics, relationship of statistics to social sciences	Importance of statistics in educational and psychological sciences	Dialogue and discussion	Asking questions and answering them from the student
4.	2	Introduction to statistical concepts, descriptive statistics and inferential statistics	Statistical concepts and types	Dialogue and discussion	Asking questions and answering them from the student
5.	2		Descriptive statistics	Dialogue and discussion	Asking questions and answering them from the student
6.	2		Inferential statistics	Dialogue and discussion	Asking questions and answering them from the student
7.	2	Types of data, variables, statistical measures	Types of data and variables	Dialogue and discussion	Asking questions and answering them from the student
8.	The first exam for the first semester				
9.	2	Introduction to	Definition of sample and its	Dialogue and	Asking questions

		samples, definition of sample, sample selection method, types of samples	importance	discussion	and answering them from the student
10.	2		Types of samples	Dialogue and discussion	Asking questions and answering them from the student
11.	2		Probability samples	Dialogue and discussion	Asking questions and answering them from the student
12.	2		Non-probability samples	Dialogue and discussion	Asking questions and answering them from the student
13.	2		Advantages and disadvantages of samples	Dialogue and discussion	Asking questions and answering them from the student
14.	2		Sample selection conditions	Dialogue and discussion	Asking questions and answering them from the student
15.	2		Considerations that call for using samples in educational and	Dialogue and discussion	Asking questions and answering them from

			psychological sciences		the student
16.	2	Factors that determine sample size and means of extracting it	Statistically sampling frame	Dialogue and discussion	Asking questions and answering them from the student
17.	2	Statistical methods for determining sample size	Statistical analysis using samples	Dialogue and discussion	Asking questions and answering them from the student
18.	2		Extracting sample size for a known statistical population	Dialogue and discussion	Asking questions and answering them from the student
19.	2		Extracting sample size for an unknown statistical population	Dialogue and discussion	Asking questions and answering them from the student
20.	2	Tabulating and displaying data (graphical display of statistical data, simple bar chart method, simple curve chart method)	Tabulating and displaying data graphically	Dialogue and discussion	Asking questions and answering them from the student
21.	The first exam of the second semester				

22.	2	Measures of central tendency (arithmetic mean)		Dialogue and discussion	Asking questions and answering them from the student
23.	2	Arithmetic mean for grouped data		Dialogue and discussion	Asking questions and answering them from the student
24.	2	Arithmetic mean for ungrouped data		Dialogue and discussion	Asking questions and answering them from the student
25.	2	Median, mode, relationship between mean, median and mode	How to calculate median, mode and relationship between them	Dialogue and discussion	Asking questions and answering them from the student
26.	2	Measures of dispersion	Introduction, types and importance	Dialogue and discussion	Asking questions and answering them from the student
27.	2	types		Dialogue and discussion	Asking questions and answering them from the student
28.	2	Variance	Variance and standard	Dialogue and	Asking questions and

			deviation	discussion	answering them from the student
29.	2	Standard deviation		Dialogue and discussion	Asking questions and answering them from the student
30.	2	Skew Kurtosis	Skew and kurtosis	Dialogue and discussion	Asking questions and answering them from the student

**11. Course Evaluation**

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

S	Evaluation	Grade distribution
1.	surprise test (coz)	5 degrees
2.	Daily preparation	5 degrees
3.	Reports	5 degrees
4.	Oral exam	5 degrees
5.	Monthly exam (first, second)	30 degrees
6.	Written exam	50 degrees

**12. Learning and Teaching Resources**

Required textbooks (curricular books, if any)	General psychology Principles of educational psychology
Main references (sources)	1. The college and university website 2. University guide 3. The most important books and sources related to the specialty and those close to it.
Recommended books and references (scientific journals, reports...)	American Journal of Psychology APA
Electronic References, Websites	1. The comprehensive multi-disciplinary electronic journal MECSJ 2. The comprehensive multidisciplinary electronic journal EIMJ ..... 3. The comprehensive multi-disciplinary electronic journal MECSJ

**Course Description Form**

1. Course Name:
General English for beginner students
2. Course Code:
3. Semester / Year:
2024-2025
4. Description Preparation Date:
12/10/2024
5. Available Attendance Forms:



6. Number of Credit Hours (Total) / Number of Units (Total)					
30 hours					
6 units					
7. Course administrator's name (mention all, if more than one name)					
Name: Raed Abdullelah Al-Janabi Email: <a href="mailto:raed.al-janabi@uobabylon.edu.iq">raed.al-janabi@uobabylon.edu.iq</a>					
8. Course Objectives					
Course Objectives			<ul style="list-style-type: none"> <li>• Having a general information about the basic terms in English.</li> <li>• Developing students' reading skill.</li> <li>• Developing student's writing skill.</li> <li>• Developing students' speaking skill.</li> <li>• Developing students' listening skill.</li> <li>• Enlarging students' vocabulary.</li> </ul>		
9. Teaching and Learning Strategies					
Strategy	1. Discussion 2. Group learning 3. Workshop 4. Lectures				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

Week 1	2 hours		Unit 1	Discussion Group learning Workshop Lectures	Report Quiz Exams
Week 2	2 hours		Unit 1	Discussion Group learning Workshop Lectures	Report Quiz Exams
Week 3	2 hours		Unit 2	Discussion Group learning Workshop Lectures	Report Quiz Exams
Week 4	2 hours		Unit 2	Discussion Group learning Workshop Lectures	Report Quiz Exams
Week 5	2 hours		Unit 3	Discussion Group learning Workshop Lectures	Report Quiz Exams
Week 6	2 hours		Unit 3	Discussion Group learning Workshop Lectures	Report Quiz Exams
Week 7	2 hours		1 <sup>st</sup> monthly exam		

Week 8	2 hours		Unit 4	Discussion Group learning Workshop Lectures	Report Quiz Exams
Week 9	2 hours		Unit 4	Discussion Group learning Workshop Lectures	Report Quiz Exams
Week 10	2 hours		Unit 5	Discussion Group learning E-learning Workshop Lectures	Report Quiz Exams
Week 11	2 hours		Unit 5	Discussion Group learning Workshop Lectures	Report Quiz Exams
Week 12	2 hours		Unit 6	Discussion Group learning Workshop Lectures	Report Quiz Exams
Week 13	2 hours		Unit 6	Discussion Group learning Workshop Lectures	Report Quiz Exams
Week 14	2 hours		Unit 7	Discussion Group learning Workshop Lectures	Report Quiz Exams

Week 15	2 hours		2 <sup>nd</sup> monthly exam		
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11. Course Evaluation					
Distributing and Teaching Resources					
Describe the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports ..... etc					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

Textbooks:

New Headway Plus: Beginner Student's Book

New Headway Plus: Beginner Workbook with Key

Recommended books:

English Grammar in Use

Website:

Oxfordenglishtexting.com