



وزارة التعليم العالي والبحث العلمي  
جهاز الإشراف والتقويم العلمي  
دائرة ضمان الجودة والاعتماد الأكاديمي  
قسم الاعتماد

# دليل وصف البرنامج الأكاديمي والمقرر

وصف البرنامج الأكاديمي

اسم الجامعة :- جامعة بابل

اسم الكلية :- التربية الإنسانية

اسم القسم العلمي :- قسم التربية الخاصة

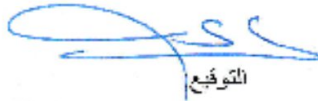
اسم البرنامج الأكاديمي المهني :- بكالوريوس في التربية الخاصة

اسم الشهادة النهائية :- بكالوريوس في التربية الخاصة

النظام الدراسي :- فصلي

تاريخ اعتماد الوصف :- ٢٠٢٦/٢/٢٠

تاريخ ملئ الملف :- ٢٠٢٦/٢/٢٠

  
التوقيع

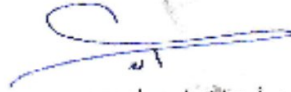
اسم المعاون العلمي :- أ. د. عارف حاتم هادي

التاريخ :- ٢٠٢٦/٢/٢٠

  
التوقيع

اسم رئيس القسم :- أ. د. مثنوق محمد مجول

التاريخ :- ٢٠٢٦/٢/٢٠

  
التوقيع

اسم مديرة شعبة ضمان الجودة والإداء الجامعي :- أ. د. التسام صاحب موسى

التوقيع :-

التاريخ :-

  
مصادقة السيد عميد الكلية

أ. د. علي جبار عبد الله الجميشي  
العميد



## مفاهيم ومصطلحات:

**وصف البرنامج الأكاديمي:** يوفر وصف البرنامج الأكاديمي إيجازاً مقتضباً لرؤيته ورسالته وأهدافه متضمناً وصفاً دقيقاً لمخرجات التعلم المستهدفة على وفق استراتيجيات تعلم محددة.

**وصف المقرر:** يوفر إيجازاً مقتضباً لأهم خصائص المقرر ومخرجات التعلم المتوقعة من الطالب تحقيقها مبرهنماً عما إذا كان قد حقق الاستفادة القصوى من فرص التعلم المتاحة. ويكون مشتق من وصف البرنامج.

**رؤية البرنامج:** صورة طموحة لمستقبل البرنامج الأكاديمي ليكون برنامجاً متطوراً وملهماً ومحفزاً وواقعياً وقابلاً للتطبيق.

**رسالة البرنامج:** توضح الأهداف والأنشطة اللازمة لتحقيقها بشكل موجز كما يحدد مسارات تطور البرنامج واتجاهاته.

**اهداف البرنامج:** هي عبارات تصف ما ينوي البرنامج الأكاديمي تحقيقه خلال فترة زمنية محددة وتكون قابلة للقياس والملاحظة.

**هيكلية المنهج:** كافة المقررات الدراسية / المواد الدراسية التي يتضمنها البرنامج الأكاديمي على وفق نظام التعلم المعتمد (فصلي، سنوي، مسار بولونيا) سواء كانت متطلب (وزارة، جامعة، كلية وقسم علمي) مع عدد الوحدات الدراسية.

**مخرجات التعلم:** مجموعة متوافقة من المعارف والمهارات والقيم التي اكتسبها الطالب بعد انتهاء البرنامج الأكاديمي بنجاح ويجب أن يُحدد مخرجات التعلم لكل مقرر بالشكل الذي يحقق اهداف البرنامج.

**استراتيجيات التعليم والتعلم:** بأنها الاستراتيجيات المستخدمة من قبل عضو هيئة التدريس لتطوير تعليم وتعلم الطالب وهي خطط يتم إتباعها للوصول إلى أهداف التعلم. أي تصف جميع الأنشطة الصفية واللاصفية لتحقيق نتائج التعلم للبرنامج.

## نموذج وصف البرنامج الاكاديمي

اسم الجامعة :- جامعة بابل  
اسم الكلية:- كلية التربية الاساسية  
اسم القسم العلمي :- قسم التربية الخاصة  
اسم البرنامج الاكاديمي المهني :- بكالوريوس في التربية الخاصة  
اسم الشهادة النهائية :- بكالوريوس التربية الخاصة  
النظام الدراسي :- فصلي  
تاريخ اعداد الوصف: 2026\2\6  
تاريخ ملئ الملف: 2026\2\6

التوقيع:  
اسم المعاون العلمي: أ.د. عارف حاتم

التاريخ: 2026\2\8

التوقيع:  
اسم رئيس القسم: أ.د. مشرق محمد مجول  
هادي

التاريخ: 2026\2\8

دقق الملف من قبل  
شعبة ضمان الجودة والأداء الجامعي  
اسم: أ.د. ابتسام صاحب موسى مدير شعبة ضمان الجودة والأداء الجامعي:  
التاريخ: 2026\2\2  
التوقيع

مصادقة السيد العميد  
أ.د. علي جبار عبد الله الحجيشي

### رؤية البرنامج.1

أن يتبوع قسم التربية الخاصة مكانة قيادية ومركزاً مميزاً وفق المستجدات المعاصرة والتطورات المستقبلية بين أقسام التربية الخاصة محلياً وإقليمياً.

### رسالة البرنامج.2

إعداد معلمي من صانعي القرار من ذوي المعرفة والمهارة العالية في تعليم تلاميذ التربية الخاصة في سباق الفئات المجتمعية المتنوعة من خلال توفير تعليم متميز أكاديمياً وبحثياً يتبع أحدث الممارسات المستندة على الأدلة والبراهين لتلبية حاجات المجتمع ومؤسساته ذات العلاقة.

### اهداف البرنامج.3

1. إعداد كوادر مؤهلة تربوياً ومهنياً للعمل في مجال التربية الخاصة تلبية لحاجة سوق العمل.
2. تقديم خدمات استشارية وتدريبية للمؤسسات ذات الصلة مما يعزز الشراكة المجتمعية.
3. تحسين المناخ التنظيمي لتوفير بيئة داعمة للطلبة وأعضاء هيئة التدريس.
4. التعاون مع مؤسسات المجتمع المدني لتفعيل القوانين الصادرة بحق ذوي الاحتياجات الخاصة
5. تزويد الطلبة بقاعدة علمية واسعة بكافة المسارات بالإضافة للمعرفة المكثفة في المجال الذي يتخصص به.
6. تفعيل دورات التعليم المستمر من أجل تعريف معلمي التربية الخاصة بأحدث المستجدات المتخصصة في ميدان التربية الخاصة وتقديم الاستشارات العلمية لهم.
7. تهيئة الطلبة وإعدادهم للبحث العلمي الأكاديمي لخدمة الفئات الخاصة.

### الاعتماد البرامجي.4

يسعى قسم التربية الخاصة في كلية التربية الأساسية جامعة بابل بالحصول على متطلبات الاعتماد البرامجي

### المؤثرات الخارجية الاخرى.5

سوق العمل، الزيارات العملية و الميدانية للدوائر الحكومية المدارس الابتدائية و معاهد التوحد والاعاقات الاخرى

### ٦. هيكلية البرنامج

| هيكل البرنامج   | عدد المقررات | وحدة دراسية | النسبة المئوية | ملاحظات * |
|-----------------|--------------|-------------|----------------|-----------|
| متطلبات المؤسسة | 6            | 12          | 10%            |           |

|  |     |    |    |                |
|--|-----|----|----|----------------|
|  | %30 | 40 | 14 | متطلبات الكلية |
|  | %60 | 80 | 38 | متطلبات القسم  |
|  |     |    |    | التدريب الصيفي |
|  |     |    |    | أخرى           |

## 7 وصف المقرر

| المرحلة الدراسية | اسم المادة باللغة العربية   | اسم المادة باللغة الانكليزية                | عدد الوحدات | الرمز         | الفصل الدراسي |
|------------------|-----------------------------|---------------------------------------------|-------------|---------------|---------------|
| المرحلة الأولى   | سيكولوجية المسنين           | Sociology of the Elderly                    | 3           | 107(BESPSOE(O | الاول         |
|                  | رياضة معاقين                | Sports for the Disabled                     | 3           | 109BESPSFD    | الاول         |
|                  | اساسيات علم النفس           | Basics of Psychology                        | 3           | 111BESPBOP    | الاول         |
|                  | اساسيات التربية الخاصة      | Basics of Special Education                 | 3           | 101BESPFUN    | الاول         |
|                  | علم نفس الخواص              | Personality Psychology                      | 3           | 106BESPPPS    | الثاني        |
|                  | الاعاقة الجسمية             | Physical Disability                         | 3           | 102(BESPPDI(O | الثاني        |
|                  | الخدمة الاجتماعية           | Social Work                                 | 3           | 104(BESPSWO(O | الثاني        |
| المرحلة الدراسية | اسم المادة باللغة العربية   | اسم المادة باللغة الانكليزية                | عدد الوحدات | الرمز         | الفصل الدراسي |
| المرحلة الثانية  | صعوبات التعلم               | Learning Difficulties                       | 3           | 201(BESPLDI(O | الاول         |
|                  | سيكولوجية ضعاف وفاقدي السمع | Psychology of the hearing impaired and deaf | 3           | 203BESPHIM    | الاول         |
|                  | الارشاد والصحة النفسية      | Mental health                               | 2           | 207(BESPMHE(O | الاول         |
|                  | علم النفس الفسيولوجي        | Physiological Psychology                    | 3           | 205BESPPPS    | الاول         |
|                  | لغة الاشارة                 | Sign language                               | 2           | 209(BESPSLA(O | الاول         |
|                  | اضطرابات انفعالية           | Emotional Disorders                         | 3           | 200BESPEDI    | الثاني        |
|                  | احصاء تربوي                 | Educational Statistics                      | 3           | 210BESPEST    | الثاني        |
|                  | بطء تعلم                    | Slow Learning                               | 3           | 202BESPSLE    | الثاني        |
|                  | صعوبات التخاطب              | Communication Difficulties                  | 3           | 204BESPCDI    | الثاني        |

| المرحلة الدراسية | اسم المادة باللغة العربية            | اسم المادة باللغة الانكليزية                              | عدد الوحدات | الرمز         | الفصل الدراسي |
|------------------|--------------------------------------|-----------------------------------------------------------|-------------|---------------|---------------|
| المرحلة الثالثة  | تعديل السلوك                         | Behavior Modification                                     | 3           | 301BESPBMO    | الاول         |
|                  | طرائق التدريس العامة                 | General Teaching Methods                                  | 3           | 313BESPGTM    | الاول         |
|                  | نصوص انكليزي في التربية الخاصة       | English Texts in Special Education                        | 3           | 309(BESPETE(O | الاول         |
|                  | سيكولوجية التوحد                     | Psychology of Autism                                      | 3           | 315BESPPOA    | الاول         |
|                  | سيكولوجية الابداع                    | Psychology of Creativity                                  | 3           | 317BESPPOC    | الاول         |
|                  | ضعاف البصر                           | Visually Impaired People                                  | 3           | 319BESPVIP    | الاول         |
|                  | مناهج البحث التربوي                  | Educational Research Methods                              | 2           | 320(BESPERM(O | الاول         |
|                  | علم النفس الاكلينيكي                 | Clinical Psychology                                       | 1           | 304(BESPCPS(O | الثاني        |
|                  | طرائق تدريس الرياضيات                | Mathematics Teaching Methods                              | 2           | 310BESPMTM    | الثاني        |
|                  | طرائق تدريس القراءة                  | Mathematics Teaching Methods                              | 3           | 312BESPRTM    | الثاني        |
|                  | الاعاقة الذهنية                      | Intellectual Disability                                   | 2           | 314BESPIDI    | الثاني        |
|                  | وسائل واجهزة المعاقين سمعياً وبصرياً | Means and Equipment for the Hearing and Visually Impaired | 2           | 306(BESPMDI(O | الثاني        |
|                  | لغة برايل                            | Braille                                                   | 2           | 316(BESPBRA(O | الثاني        |
| المرحلة الدراسية | اسم المادة باللغة العربية            | اسم المادة باللغة الانكليزية                              | عدد الوحدات | الرمز         | الفصل الدراسي |
| المرحلة الرابعة  | مشروع بحث التخرج                     | Graduation Research Project                               | 3           | 400(BESPGRP(O | الثاني        |
|                  | التطبيق                              | Practicum / Field Training                                | 12          | 402BESPPFT    | الثاني        |

## مخرجات التعلم المتوقعة للبرنامج 8.

### المعرفة

#### مخرجات التعلم

#### نتائج التعلم

- 1- ان يتعرف على مفهوم التربية الخاصة.
- 2- ان يتعرف على مفهوم الدراسات الاجتماعية واللغوية والعلمية.
- 3- ان يصنف طرائق التدريس ذوي الاحتياجات الخاصة.
- 4- ان يبين خصائص البحث العلمي.
- 5- ان يبين خصائص الابداع.
- 6- ان يبين خصائص العلم.

### المهارات

#### مخرجات التعلم

#### نتائج التعلم

1. ان يوظف التقنيات الحديثة في تعليم ذوي الاحتياجات.
2. ان يستعمل المنهج العلمي في البحث التربوي والعلمي.
3. ان يتمكن من اعداد وسائل التقويم المناسبة.
4. ان يتمكن من التدريس.
1. ان يتمكن من التعلم ذاتيا.
1. ان يطور المهارات التقريرية ويظهرها.
2. ان يمتلك خبرات واقعية ذات تصورات ادراكية.
3. ان يكون لديه هدف واضح يسعى لتحقيقه.
4. ان يستثمر كل طاقاته في تحقيق اهدافه.

### استراتيجيات التعليم والتعلم..9.

1. استراتيجية التدريس المتميز.
2. استراتيجية لعب المعرفة.
3. استراتيجية التساؤل الذاتي.
4. استراتيجية استجواب الذات.
5. استراتيجية التصور.
6. التضارب المعرفي.

### 10. التقييم

- اختبار الاداء كوز
- اختبار تمثيل الادوار.
- اختبار عينة العمل.
- اختبار التحديد.
- اختبار المطابقة.

| ت   | الاسم                       | الشهادة   | اللقب العلمي | التخصص العام      | التخصص الدقيق             | ملاك |
|-----|-----------------------------|-----------|--------------|-------------------|---------------------------|------|
| .1  | د. مدين نوري طلاك           | الدكتوراه | استاذ        | علم النفس التربوي | علم النفس التربوي         | ملاك |
| .2  | د. عبد السلام جودت جاسم     | الدكتوراه | استاذ        | علم النفس التربوي | قياس وتقويم               | ملاك |
| .3  | د. حوراء عباس كرماش         | الدكتوراه | استاذ        | علم النفس التربوي | علم النفس التربوي         | ملاك |
| .4  | د. حيدر حاتم فالح           | الدكتوراه | استاذ        | طرائق تدريس       | طرائق تدريس التاريخ       | ملاك |
| .5  | د. نغم عبد الرضا عبد        | الدكتوراه | استاذ        | علم النفس التربوي | علم النفس التربوي         | ملاك |
| .6  | د. جواد كاظم محمد           | الدكتوراه | استاذ مساعد  | طرائق تدريس       | طرائق تدريس الفنية        | ملاك |
| .7  | د. نورس شاكر هادي           | الدكتوراه | استاذ مساعد  | علم النفس العام   | علم النفس العام           | ملاك |
| .8  | السيد عقيل خليل ناصر        | ماجستير   | استاذ مساعد  | علم النفس العام   | علم النفس العام           | ملاك |
| .9  | السيد جلال عزيز فرمان       | ماجستير   | استاذ مساعد  | طرائق تدريس       | طرائق تدريس اللغة العربية | ملاك |
| .10 | السيدة نسرين قاسم عبد الرضا | ماجستير   | مدرس         | طرائق تدريس       | طرائق تدريس اللغة العربية | ملاك |
| .11 | السيدة سري رشيد هرون        | ماجستير   | مدرس مساعد   | التربية الخاصة    | التربية الخاصة            | ملاك |
| .12 | د. سيف حامد سرحان           | دكتوراه   | مدرس         | طرائق تدريس       | طرائق تدريس العامة        | ملاك |
| .13 | السيد ليث هادي مرزوك        | ماجستير   | مدرس مساعد   | طرائق تدريس       | طرائق تدريس العامة        | ملاك |
| .14 | د. صبا لطيف عبد الكاظم      | دكتوراه   | مدرس         | علم النفس التربوي | علم النفس التربوي         | ملاك |
| .15 | السيد علي سليم ككون         | ماجستير   | مدرس مساعد   | طرائق تدريس       | طرائق تدريس الرياضيات     | ملاك |
| .16 | السيد علي فلاح مهدي         | ماجستير   | مدرس مساعد   | التربية الخاصة    | التربية الخاصة            | ملاك |
| .17 | الانسة فاطمة هاشم راضي      | ماجستير   | مدرس مساعد   | طرائق تدريس       | طرائق تدريس العلوم        | ملاك |
| .18 | السيدة مريم عبد الحسين جاسم | ماجستير   | مدرس مساعد   | طرائق تدريس       | طرائق تدريس اللغة العربية | ملاك |
| .19 | السيدة نورس هادي عزيز       | ماجستير   | مدرس مساعد   | طرائق تدريس       | طرائق تدريس الجغرافية     | ملاك |
| .20 | حنين حميد رشيد              | ماجستير   | مدرس مساعد   | طرائق تدريس       | طرائق تدريس الاجتماعيات   | ملاك |
| .21 | حنين حامد محمد              | ماجستير   | مدرس مساعد   | طرائق تدريس       | طرائق تدريس الاجتماعيات   | ملاك |
| .22 | اغراس سليم حياوي            | ماجستير   | مدرس مساعد   | قانون العام       | قانون دولي                | ملاك |
| .23 | ورود فالج خضير              | ماجستير   |              | طرائق تدريس       | طرائق تدريس اللغة العربية | ملاك |

## التطور المهني 10

### توجيه اعضاء هيئة التدريس الجدد

1. تقديم توجيه شامل حول طبيعة العمل والاهداف بالقيم الایمانية للمؤسسة والقسم.
2. توجيه الهيئة التدريسية حول سياسات وإجراءات المؤسسة والقسم، بما في ذلك الأخلاقيات البحثية ومعايير الجودة.
3. توفير فرص للتواصل مع الزملاء والمشاركة في نشاطات البحث والتطوير المهني.
4. متابعة أداء الهيئة التدريسية الجديدة وتقديم الدعم والتوجيه الإضافي حسب الحاجة.
5. توفير دورات تدريبية مخصصة تشمل أساليب التدريس المبتكرة وأفضل الممارسات الأكاديمية.

## التطوير المهني لأعضاء هيئة التدريس 11.

1. تقديم دورات تدريبية متخصصة في استراتيجيات التدريس الفعالة وتكنولوجيا التعليم الحديثة.
2. توفير ورش عمل لتبادل الخبرات والممارسات الأفضل في مجال التدريس وتطبيقها في الصف.
3. إجراء تقييم دوري لأداء الهيئة التدريسية ونتائج التعلم لتحسين العملية التعليمية.
4. تعزيز المشاركة في برامج التطوير المهني المستمرة، مثل الندوات وورش العمل والمؤتمرات الأكاديمية.
5. دعم الأبحاث والنشر العلمي لتعزيز الكفاءة الأكاديمية لأعضاء هيئة التدريس.
6. توفير فرص للتواصل والتعاون مع الهيئة التدريسية في مجالات الاهتمام المشترك.
7. تقديم برامج تأهيلية لتطوير مهارات الإدارة الأكاديمية والقيادية.

## معيار القبول 12.

يكون الالتحاق بالكلية عن طريق القبول المركزي المشروط بالنسبة للدراسة الصباحية المعدل: لا يقل عن 63%  
العمر: لا يزيد عن 25 سنة  
عدد المقاعد: 100  
اما بالنسبة الى الدراسة المسائية فيكون القبول عن طريق التقديم المباشر المعدل: لا يقل عن 57%  
العمر: غير محدد

## اهم مصادر المعلومات عن البرنامج 13.

1. مواقع الجامعات الإلكترونية المحلية والدولية.
2. ورش العمل المنظمة من قبل وزارة التعليم العالي ومعايير الجودة الخاصة بها..
3. دليل المقررات الدراسية لكليات التربية الأساسية في العراق

## خطة تطوير البرنامج 14.

1. التطوير المستمر لمقررات القسم من خلال لجان تطوير المقررات في لجان العمداء لكليات التربية الاساسية.
2. والبرامجي السعي للحصول على البرنامج الاعتماد المؤسسي.
3. الدخول في التصنيفات العالمية.

## مخطط مهارات البرنامج

مخرجات التعلم المطلوبة من البرنامج

| المعرفة |    |    |    |          |    |    |    |         |    |    |    | اسي أم اختياري | اسم المقرر                  | رمز المقرر    | السنة /<br>المستوى |
|---------|----|----|----|----------|----|----|----|---------|----|----|----|----------------|-----------------------------|---------------|--------------------|
| القيم   |    |    |    | المهارات |    |    |    | المعرفة |    |    |    |                |                             |               |                    |
| ج4      | ج3 | ج2 | ج1 | ب4       | ب3 | ب2 | ب1 | أ4      | أ3 | أ2 | أ1 |                |                             |               |                    |
| *       | *  | *  | *  | *        | *  | *  | *  | *       | *  | *  | *  | أساسي          | سيكولوجية المسنين           | BESPSOE(O)107 | الاول              |
| *       | *  | *  | *  | *        | *  | *  | *  | *       | *  | *  | *  | أساسي          | رياضة معاقين                | BESPSFD109    |                    |
| *       | *  | *  | *  | *        | *  | *  | *  | *       | *  | *  | *  | أساسي          | اساسيات علم النفس           | BESPBOP111    | الاول              |
| *       | *  | *  | *  | *        | *  | *  | *  | *       | *  | *  | *  | أساسي          | اساسيات التربية الخاصة      | BESPFUN101    | الاول              |
| *       | *  | *  | *  | *        | *  | *  | *  | *       | *  | *  | *  | أساسي          | علم نفس الحواس              | BESPPPS106    | الاول              |
| *       | *  | *  | *  | *        | *  | *  | *  | *       | *  | *  | *  | أساسي          | الاعاقة الجسمية             | BESPPDI(O)102 | الاول              |
| *       | *  | *  | *  | *        | *  | *  | *  | *       | *  | *  | *  | أساسي          | الخدمة الاجتماعية           | BESPSWO(O)104 | الاول              |
| *       | *  | *  | *  | *        | *  | *  | *  | *       | *  | *  | *  | أساسي          | صعوبات التعلم               | BESPLDI(O)201 | الثانية            |
| *       | *  | *  | *  | *        | *  | *  | *  | *       | *  | *  | *  | أساسي          | بيكولوجية ضعاف وفقادي السمع | BESPHIM203    |                    |
| *       | *  | *  | *  | *        | *  | *  | *  | *       | *  | *  | *  | أساسي          | الارشاد والصحة النفسية      | BESPMHE(O)207 | الثانية            |
| *       | *  | *  | *  | *        | *  | *  | *  | *       | *  | *  | *  | أساسي          | علم النفس الفسيولوجي        | BESPPPS205    | الثانية            |
| *       | *  | *  | *  | *        | *  | *  | *  | *       | *  | *  | *  | أساسي          | لغة الاشارة                 | BESPSLA(O)209 | الثانية            |
| *       | *  | *  | *  | *        | *  | *  | *  | *       | *  | *  | *  | أساسي          | اضطرابات انفعالية           | BESPEDI200    | الثانية            |
| *       | *  | *  | *  | *        | *  | *  | *  | *       | *  | *  | *  | أساسي          | احصاء تربوي                 | BESPEST210    | الثانية            |
| *       | *  | *  | *  | *        | *  | *  | *  | *       | *  | *  | *  | أساسي          | بطء تعلم                    | BESPSLE202    | الثانية            |
| *       | *  | *  | *  | *        | *  | *  | *  | *       | *  | *  | *  | أساسي          | صعوبات التخاطب              | BESPCDI204    | الثانية            |
| *       | *  | *  | *  | *        | *  | *  | *  | *       | *  | *  | *  | أساسي          | تعديل السلوك                | BESPBMO301    | الثالثة            |
| *       | *  | *  | *  | *        | *  | *  | *  | *       | *  | *  | *  | أساسي          | طرائق التدريس العامة        | BESPGTM313    | الثالثة            |
| *       | *  | *  | *  | *        | *  | *  | *  | *       | *  | *  | *  | أساسي          | سيكولوجية التوحد            | BESPPOA315    | الثالثة            |
| *       | *  | *  | *  | *        | *  | *  | *  | *       | *  | *  | *  | أساسي          | سيكولوجية الابداع           | BESPPOC317    | الثالثة            |
| *       | *  | *  | *  | *        | *  | *  | *  | *       | *  | *  | *  | أساسي          | ضعاف البصر                  | BESPVIP319    | الثالثة            |
| *       | *  | *  | *  | *        | *  | *  | *  | *       | *  | *  | *  | أساسي          | مناهج البحث التربوي         | BESPERM(O)320 | الثالثة            |
| *       | *  | *  | *  | *        | *  | *  | *  | *       | *  | *  | *  | أساسي          | علم النفس الاكلينيكي        | BESPCPS(O)304 | الثالثة            |

|   |   |   |   |   |   |   |   |   |   |   |   |       |                                      |               |         |
|---|---|---|---|---|---|---|---|---|---|---|---|-------|--------------------------------------|---------------|---------|
| * | * | * | * | * | * | * | * | * | * | * | * | أساسي | طرائق تدريس الرياضيات                | BESPMTM310    | الثالثة |
| * | * | * | * | * | * | * | * | * | * | * | * | أساسي | طرائق تدريس القراءة                  | BESPRTM312    | الثالثة |
| * | * | * | * | * | * | * | * | * | * | * | * | أساسي | الإعاقة الذهنية                      | BESPIDI314    | الثالثة |
| * | * | * | * | * | * | * | * | * | * | * | * | أساسي | وسائل وأجهزة المعاقين سمعياً وبصرياً | BESPMDI(O)306 | الثالثة |
| * | * | * | * | * | * | * | * | * | * | * | * | أساسي | لغة برايل                            | BESPBRA(O)316 | الثالثة |
| * | * | * | * | * | * | * | * | * | * | * | * | أساسي | صووص انكليزي في التربية الخاصة       | BESPETE(O)309 | الثالثة |
| * | * | * | * | * | * | * | * | * | * | * | * | أساسي | مشروع بحث التخرج                     | BESPPFT(O)400 | الرابعة |
| * | * | * | * | * | * | * | * | * | * | * | * | أساسي | التطبيق                              | BESPPFT402    | الرابعة |

• يرجى وضع إشارة في المربعات المقابلة لمخرجات التعلم الفردية من البرنامج الخاضعة للتقييم



وزارة التعليم العالي والبحث  
العلمي  
جهاز الاشراف والتقويم  
العلمي



المقرر الدراسي  
لمادة الحاسوب  
المرحلة الاولى

|  |  |  |  |   |                      |
|--|--|--|--|---|----------------------|
|  |  |  |  | 2 | the<br>second<br>ten |
|--|--|--|--|---|----------------------|

|                                         |                                   |                   |                                                                                      |   |               |
|-----------------------------------------|-----------------------------------|-------------------|--------------------------------------------------------------------------------------|---|---------------|
|                                         |                                   |                   |                                                                                      |   |               |
| Monthly and daily tests and discussions | The lecture and discussion style  | System box        | The student's knowledge of the most important components of the system box           | 2 | the third ten |
| Monthly and daily tests and discussions | The lecture and discussion style  | Computing         | What is computing and what are its ?types Data                                       | 2 | Fourth ten    |
| Monthly and daily tests and discussions | Discussions and Practical lecture | artificial        | What is artificial intelligence and what are its ?fields                             | 2 | fifteenth     |
| Monthly and daily tests and discussions | Discussions and Practical lecture | The Internet      | Student's knowledge of the components The Internet and its components                | 2 | Sixteenth     |
| Monthly and daily tests and discussions | Discussions and Practical lecture | Computer security | The most significant harms and consequences of using a computer for extended periods | 2 | Seventh ten   |



|           |                                                        |
|-----------|--------------------------------------------------------|
|           |                                                        |
|           | name Headquarters . 1                                  |
|           | computer                                               |
|           | code Headquarters . 2                                  |
|           |                                                        |
|           | Semester / Year . 3                                    |
|           | 2025-2026 / Phase One                                  |
|           | date numbers this Description . 4                      |
| 1/12/2026 |                                                        |
|           | Available forms of attendance . 5                      |
|           | Attendance is mandatory                                |
|           | ( 2 ) Number of study hours ( 30 ) Number of units . 6 |
|           |                                                        |

(Name of the course coordinator (if there is more than one mention it 7

**Headquarters evaluation . 11**

,The grade out of 100 is distributed as follows: monthly exams, daily quizzes, assignments, lecture discussions  
 .(and team evaluation (either through writing a report or a practical application on the computer

**Learning and teaching resources . 12**

The book Methodological Ministry education  
 Identifying the basic components of a computer  
 High Part 3 And the part 4 For the stage  
 Second

• ( Required textbooks ( methodology, if applicable  
 course objectives

Identifying the types of computers and the  
 .types of computer parts  
 "Understanding the term "hacking  
 ,Electronic and important files, programs  
 viruses and their types that harm the  
 .computer  
 Learning how to work with and use a  
 .computer

•  
 •  
 •

**Teaching and learning strategies . 9**

A1 - Preparing the student to explore the world of computing in order to keep  
 pace with scientific developments in this field  
 A2 - Instilling good morals in dealing with the electronic world and at the  
 . same time how to maintain privacy  
 . A3 - Information student on the components Basic For the calculator  
 A4 - is knowledge Most important Programs The  
 existing One of the most important is the operating  
 . system . system Windows Z And how the job On it

: Strategies  
 A - Objectives  
 cognitive

The book Methodological Ministry education  
High Part 3 And the part 4 For the stage  
. B1 – Mastery from Use computer

2025-2026

( Main references ( sources  
B - Objectives Marathi

Recommended supporting

books and references  
Private At headquarters  
...(scientific journals, reports)

. The lecturer -1

. Interrogation -2

. Use blackboard smart and device the offer -3

The app Continuous Using computer and its programs And he -4

. worked Tests Daily and Duties Home Computer applications

D1 - Formation generation open on the world Information

D2 - Construction generation able on Keeping pace life Modern and its  
requirements  
Electronic

Methods -८  
education and  
learning

Goals -९  
emotional Values

Headquarters structure . 10

| Evaluation Method                           | Learning method                    | Unit or topic name  | Required learning outcomes                                    | Hours | Week       |
|---------------------------------------------|------------------------------------|---------------------|---------------------------------------------------------------|-------|------------|
| Monthly and daily tests and discussions     | The lecture and discussion style   | Computer basics     | Introducing the student to the stages of computer development | 2     | the first  |
| Monthly tests<br>Daily life and discussions | The lecture and discussion style   | Computer basics     | Introducing the student to the fields of computer use         | 2     | the second |
| Monthly and daily tests and discussions     | Show videos of computer components | Computer components | Introducing the student to the components of a computer       | 2     | Third      |

|                                             |                                  |                                            |                                                                                                   |   |          |
|---------------------------------------------|----------------------------------|--------------------------------------------|---------------------------------------------------------------------------------------------------|---|----------|
| Monthly tests<br>Daily life and discussions | The lecture and discussion style | Types of computers                         | Informing the student of the types<br>Computer classifications                                    | 2 | Fourth   |
| Monthly tests<br>Daily life and discussions | Readings and discussions         | Software entity and platform<br>Computer B | Introducing the student to the entity<br>The software and numerical systems used in<br>Computer B | 2 | Fifth    |
| Monthly tests<br>Daily life and discussions | The lecture and the interview    | The Word system and how to use it          | Student's knowledge of application programs                                                       | 2 | Sixth    |
| Monthly tests<br>Daily life and discussions | Readings and discussions         | Central Processing Unit                    | Knowing the processing unit<br>Centrality and its parts                                           | 2 | Seventh  |
| Monthly tests<br>Daily life and discussions | Readings and discussions         | Input and output units<br>And its types    | Input unit knowledge<br>And the other one                                                         | 2 | Eighth   |
| Monthly tests<br>Daily life and discussions | Readings and discussions         | memory                                     | Understanding memory and its types                                                                | 2 | Ninth    |
| Monthly tests<br>Daily life and discussions | practical application            | Windows operating system components        | Introducing the student to the ,objectives ,functions components, and types of operating systems  | 2 | tenth    |
| Monthly tests<br>Daily life and discussions | practical application            | commands 10                                | The student's knowledge of the operating system and how to use it                                 | 2 | eleventh |

Head of Department  
Course description template

| Course Name : Developmental Psychology -1                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                    |                            |       |      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----------------------------|-------|------|
| : Course code -2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                    |                            |       |      |
| First semester of the academic year 2025-2026 AD -3                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                    |                            |       |      |
| 5/10/2025 : Description prepared on -4                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                    |                            |       |      |
| Available attendance formats: In-person -5                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                    |                            |       |      |
| (2) :Total number of study hours -6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                    |                            |       |      |
| (2) :Total number of units -7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                    |                            |       |      |
| Course Coordinator : Dr. Ahmed Samer Lafteh -8                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                    |                            |       |      |
| Name : M.D. Ahmed Samer Lafteh                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                    |                            |       |      |
| Email: bas947.a.sammer@student.uobabylon.edu.iq                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                    |                            |       |      |
| Course Objectives -9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                    |                            |       |      |
| <p>Understanding the concept of developmental .1<br/>psychology</p> <p>Understanding the relationship between .2<br/>general psychology and developmental<br/>psychology</p> <p>. Discrimination in psychology schools .3</p> <p>,Comparison between Concepts of growth .4<br/>maturity, development</p> <p>Understanding the relationship between digital .5<br/>.addiction and adolescent problems</p> <p>Understanding the relationship between .6<br/>deviant behaviors and the risks of drug<br/>addiction</p> |                    |                            |       |      |
| Learning and teaching strategies -10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                    |                            |       |      |
| Course structure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                    |                            |       |      |
| Learning method                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Unit or topic name | Required learning outcomes | Hours | Week |
| , Lecture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | The emergence of   | Historical overview        | 2     | 1    |

|                                |                                                                               |                                                                                        |   |    |
|--------------------------------|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---|----|
| questioning                    | developmental psychology                                                      |                                                                                        |   |    |
| , Presentation discussion      | The concept and goals of developmental psychology                             | Definition of psychology                                                               | 2 | 2  |
| Discussion and questioning     | The relationship between general psychology and developmental psychology      | Understanding the relationship between general psychology and developmental psychology | 2 | 3  |
| Presentation and discussion    | Understanding the relationship between developmental psychology and education | Schools of psychology and their relationship to education                              | 2 | 4  |
| active learning                | The concept of behavior and its aspects                                       | Defining behavior and identifying its aspects                                          | 2 | 5  |
| , Discussion questioning       | The role of the environment in developing behavior                            | Understanding the role of the environment in behavior                                  | 2 | 6  |
| -----                          | First month exam                                                              | First month exam                                                                       |   | 7  |
| Discussion and questioning     | Motives and their types                                                       | Identifying and measuring motivations                                                  | 2 | 8  |
| active learning                | Primary motives and secondary motives                                         | Understanding the relationship between primary and secondary motives                   | 2 | 9  |
| Presentation and Interrogation | The concept of ,growth ,development maturity                                  | Comparison .4 between the concepts ,of growth, maturity and development                | 2 | 10 |
| , Lecture discussion           | The concept of adolescence                                                    | Understanding Adolescence                                                              | 2 | 11 |

|                                         |                                              |                                                                     |   |    |
|-----------------------------------------|----------------------------------------------|---------------------------------------------------------------------|---|----|
| , Lecture<br>,discussion<br>questioning | The concept of<br>digital addiction          | Digital addiction and<br>its relationship to<br>adolescent problems | 2 | 12 |
| discussion                              | The concept of<br>deviant behaviors          | Identifying abnormal<br>behaviors                                   | 2 | 13 |
| interrogation                           | The concept of<br>drugs and their<br>dangers | Understanding the<br>dangers of drugs                               | 2 | 14 |
| -----                                   | Second month exam                            | Second month exam                                                   |   | 15 |

Course Evaluation .11

very good

Learning Resources -12

|                                                                                         |                                                                                         |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
|                                                                                         | ,Required textbooks (methodology<br>(if applicable                                      |
| Introduction to Developmental<br>Psychology<br>M.M. Alaa Ibrahim Razouki                | (Main references (sources                                                               |
| Developmental psychology<br>from childhood to<br>adolescence<br>Dr. Hisham Ahmed Gharab | Recommended supporting books<br>– and references (scientific journals<br>(.reports, etc |
| nothing                                                                                 | Electronic references – Internet<br>resources                                           |



|                                                                                                                                                                                                                                                                                                      |                       |                                                                                 |                                                                             |   |    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---|----|
|                                                                                                                                                                                                                                                                                                      |                       | Effective class                                                                 |                                                                             |   |    |
| Note/Report                                                                                                                                                                                                                                                                                          | Field visit           | Factors affecting the learning and teaching processes:                          | Diagnosis of environmental and psychological factors                        | 2 | 9  |
| Building                                                                                                                                                                                                                                                                                             | Analyzing situations  | the extent to which classroom management                                        | Mastering behavior management skills                                        | 2 | 10 |
| Practical report                                                                                                                                                                                                                                                                                     | Practical application | strategies and active learning strategies are applied in the classroom setting. | Student-centered learning practice                                          | 2 | 11 |
| sharing                                                                                                                                                                                                                                                                                              | to watch              | Employing educational technology psychologically                                | Integrating technology with psychological processes to                      | 2 | 12 |
| Business degree                                                                                                                                                                                                                                                                                      | Organizational note   | Classroom management and environment organization techniques                    | organize the environment for achieving psychological security               | 2 | 13 |
| Performance evaluation                                                                                                                                                                                                                                                                               | Case study            | Analyzing classroom problems and methods of dealing with them                   | Solving problems with educational alternatives                              | 2 | 14 |
| discussion                                                                                                                                                                                                                                                                                           | Work test             | Evaluating classroom learning according to psychological concepts               | Measure learning outcomes accurately                                        | 2 | 15 |
| <b>11. Course Evaluation:</b><br>00 dzja( : Anhaqy Anfasa ) First<br><small>The following text appears to be a series of random characters and symbols: 12 digits</small><br>The chapter is: 22 dzja<br>THAT: HAQYY ANHU'Y (60 DZJA)<br>The end: 20 degrees<br>The end: 00 dzja<br>The end: 100 dzja |                       |                                                                                 |                                                                             |   |    |
| <b>12 Learning Resources</b>                                                                                                                                                                                                                                                                         |                       |                                                                                 |                                                                             |   |    |
|                                                                                                                                                                                                                                                                                                      |                       |                                                                                 | The medical department (the methodology) was found                          |   |    |
| Ready-made observation forms and rating lists provided by the department.                                                                                                                                                                                                                            |                       |                                                                                 | The main topics (the sources) and                                           |   |    |
| * The basic book: Books on "Educational Psychology" (such as the works of: Dr. Imad Al-Zaghoul, or Dr. Anwar Al-Sharqawi).                                                                                                                                                                           |                       |                                                                                 | the topics that are recommended (the fields of knowledge - the rights.....) |   |    |
| Learning platforms (such as niOos siijth) to reduce costs, and university digital libraries.                                                                                                                                                                                                         |                       |                                                                                 | The most recent developments                                                |   |    |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                              |                                           |                                            |                   |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------|--------------------------------------------|-------------------|---|
| <b>epcimsmp mg csyeegmmo ssyg hf )jgycohcs :eman C ruoC .1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                              |                                           |                                            |                   |   |
| <b>)yesco</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                              |                                           |                                            |                   |   |
| <b>esC eman C emoC .2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                              |                                           |                                            |                   |   |
| <b>ueuoCo2e dCun 2026-52n and CoC eCn me esC 2025 : rCun / esC esu eCn .3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                              |                                           |                                            |                   |   |
| <b>2026/10/5 : nC en2 e2mr es2 raobCn oueC .4</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                              |                                           |                                            |                   |   |
| <b>Cn mr-nr : elu2vubvC esC uao2CreC su C .5</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                              |                                           |                                            |                   |   |
| <b>)2( esC emvChC me esC eaod sman raobCn .6<br/>)2( evv sr2e raobCn</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                              |                                           |                                            |                   |   |
| <b>2e eeuoCo2e esC eman C nC mr 2bvC ruoC .7<br/>ne 2 oCre2mrCo ruoC enmo omnC</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                              |                                           |                                            |                   |   |
| <b>eduo2 - . 5ue2ou su sCo tuos2 ev :euoC<br/><a href="mailto:bsc.fatima.gther@uobabylon.edu.iq">bsc.fatima.gther@uobabylon.edu.iq</a> : lou2v<br/>hnme. nn. su2oCn sueCo 5uvCs , nn. esoCo auoCn ueeCs</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                              |                                           |                                            |                   |   |
| <b>esruo -8</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                              |                                           |                                            |                   |   |
| <b>sevotcejou</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                              |                                           |                                            |                   |   |
| <p>FdetlFj lkh slsghFI li fOdfllfh seshodllf sflhFllif ieszO dliif ii hgsfdllifdt slsdlifS<br/>                 .mlklf lkh ftdssOio<br/>                 nh htiflFj lkh deltle li dFdevh lhdhkhO dFg thdOFhO ehkd liO dffiOglFj li fsefkijlfdt .)lkhiOlhs jehkd liOdti fijfll hi fiFslOsfl<br/>                 Isl<br/>                 OdIFlFj lkh slsghFI li gldjfish ftdssOio fOiethos dFg fOifish hgsfdllifdt sitslfiS<br/>                 .edshg iF sflhFllif fOIFflfths<br/>                 i hislf lkh slsghFI mlk lkh srltt ii fOhfOIFj ilhtg OhfiOlS dFg sslFj fsefkijlfdt<br/>                 .ohdssOhohFI dFg h dtsdlif liits</p> |                                                              |                                           |                                            |                   |   |
| <b>eg rec cortneeg iorree -9</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                              |                                           |                                            |                   |   |
| <b>ucrrcogs</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                              |                                           |                                            |                   |   |
| <p>.nlhtg ieszO dliif reshO dliif (: tflsdt lslls li sfiits li ieszO h lkh ftdssOio slsdlif<br/>                 tlih ftdssOio sfhFdOlis dFg glsfssslFj -Bdshg PhdOFIFj )LBP(: LOhshFllFj Ohdt-LOietho .fsefkijlfdt sitslfiS<br/>                 sIOfths (: mklfk iittim hdkf ilhtg lsll li hcfkdFjh hcfhOlhfhs dFg nlsfssslF shssliF<br/>                 .dFdtshs<br/>                 gightlFj : ndlklfj dFg dFdevlFj lghi flfs ii oight thssiF ehiOh jilFj IFli lkh . ilhtg<br/>                 dFdevh thdOFIFj: lKOisjk ghdtlFj mlk lkh "hthfIOiFif iiOo" li sftidg dFg-nlijldt shti *<br/>                 .OhfiOlS</p>                  |                                                              |                                           |                                            |                   |   |
| <b>-11</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                              |                                           |                                            |                   |   |
| I am hungry.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                              |                                           |                                            |                   |   |
| <b>ucrstsro</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                              |                                           |                                            |                   |   |
| The most<br>important<br>thing is to be careful.<br><br>and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>iorree</b><br><b>I</b><br><b>am fine.</b><br><br><b>c</b> | <b>eeec er ce et eroo</b>                 | <b>onseroc aorreeeg</b><br><b>escteeou</b> | <b>first time</b> |   |
| Fih                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>hssi</b>                                                  | LOdfllfdt ieszO dliif gdslhOIFj sflhFllif |                                            | 2                 | 1 |

|                                                                   |                               |                                                                         |                                                                      |   |    |
|-------------------------------------------------------------------|-------------------------------|-------------------------------------------------------------------------|----------------------------------------------------------------------|---|----|
|                                                                   | <b>pmgseimy</b>               | ii lkh ftdssOii hF<br>IOiFohFI dFg lls liits                            | iesho dliIF srltts                                                   |   |    |
| Lodflldt OhfiOI                                                   | <b>eyoci shas</b>             | tFdtesls ii lhdfkhO dFg<br>thdOFhO ehkd liO                             | Lsefkitijldt<br>dFdtesls ii ftdssOii IFlhOdflif                      | 2 | 2  |
| fdthFgdO                                                          | <b>ehoiyohm<br/>y yspehe</b>  | kh hclhFI li mklfk<br>thdOFIFj lkhiOlhs dOh<br>dfftlhg IF sllsdliFs     | PIFrIFj fOdflfh li<br>hgsfdliFdtd lkhiOe                             | 2 | 3  |
| little miOr                                                       | <b>chs ohghc<br/>iheciehm</b> | kh hclhFI li mklfk<br>thdOFIFj lkhiOlhs dOh<br>dfftlhg IF lhdfklFj      | FghOsl dFglFj lkh<br>thdOFhO s ohFltd<br>fOifhsshs                   | 2 | 4  |
| skdOIFj                                                           | nlhtg<br>iesho dlii<br>F      | tFdtesls ii thdOFIFj<br>IOdFsihO IF sllsdliFs                           | kh deltle li<br>ohdssOh lkh<br>IFlhjOdliIF ii<br>hcfhOlhFths         | 2 | 5  |
| BsslFhss ghjOhh                                                   | miOrskif                      | ghlkigs iiO gh<br>htiflFj fiFfhls dFg fOhdll h<br>lklFrIFj              | -nh htiflFj kljkhO<br>iOghO lklFrIFj srltts                          | 2 | 6  |
| LhOiiOodFfh h<br>dtsdliIF                                         | nlhtg<br>dFdtesls             | stdssOii oill<br>dliIF dFdtesls dFg ohlkigs<br>iiO hFkdFflFj ll         | kh srltt ii oil dliIF dFg jslglFj<br>thdOFhOs                        | 2 | 7  |
| glfsssliF                                                         | jOisf<br>glfsssliF            | hiihfl h ftdssOii thdOFIFj<br>fOIFflfths                                | dtsdliIF lkh isdtlle ii lkh<br>hgsfdliFdtd sllsdliIF                 | 2 | 8  |
| tilh/RhfiOI ilhtg Isll                                            |                               | ndfliOs diihflFj lkh thdOFIFj<br>dFg lhdfklFj<br>fOifhsshs              | nldjFisls ii hF<br>IOiFohFltd dFg<br>fsefkitijldt idfliOs            | 2 | 9  |
| niOodll h<br>dsshssohFI                                           | sllsdliIF<br>dFdtesls         | chlFI ii dfftlfdliIF ii ftdssOii<br>odFdjhohFI<br>sIOdhjlhs             | gdslhOIFj ehkd liO<br>odFdjhohFI srltts                              | 2 | 10 |
| Lodflldt<br>OhfiOI                                                | fOdflldt<br>dfftlfdliIF       | tfll h thdOFIFj<br>sIOdhjlhs IF lkh<br>ftdssOii shliIFj                 | fhFlhOhg -klsghFI<br>thdOFIFj fOdflfh                                | 2 | 11 |
| skdOIFj                                                           | to mdlfk                      | kh fsefkitijldt dfftlfdliIF<br>ii hgsfdliFdtd<br>lhfkFitije             | FlhjOdliIF<br>lhfkFitije mlk<br>fsefkitijldt<br>fOifhsshs            | 2 | 12 |
| BsslFhss<br>ghjOhh                                                | rOjdFlvdll<br>iFdt Filh       | stdssOii<br>odFdjhohFI dFg hF<br>IOiFohFI<br>iOjdFlvdliIF<br>lhfkFlisls | rOjdFlvIFj lkh hF<br>IOiFohFI li dflkh h<br>fsefkitijldt<br>shfsOlle | 2 | 13 |
| LhOiiOodFfh h<br>dtsdliIF                                         | sdsh slsge                    | tFdtesls ii<br>ftdssOii fOiethos dFg<br>ohlkigs ii ghdtlFj mlk<br>lkho  | kit IFj fOiethos mlk<br>hgsfdliFdtd dtlhOFdll<br>hs                  | 2 | 14 |
| glfsssliF                                                         | fOdflldt<br>fiFOit            | dtsdliIF<br>ftdssOii thdOFIFj<br>dffioGlFj li<br>fsefkitijldt fiFfhls   | dfssOdlhte ohdssOh<br>thdOFIFj islfiohs                              | 2 | 15 |
| : esruo ajrasceee .11<br>)52n e: esC CoC eCn euvCroun )00 without |                               |                                                                         |                                                                      |   |    |

|                                                                                                                                                                                                                              |                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <p>mresvd nuee2euv dmni: 12 m2re<br/> esCmnCe2euv CoC eCn: 22<br/> without )aCemro: 52ruv u C oCre )60 without<br/> 52ruv nuee2euv Ccuo: 20 without 52ruv<br/> esCmnd: 00 without emeuv<br/> without emn esC eman C: 100</p> |                                                                                         |
| <p><b>iorreeeg ouesrtou 12</b></p>                                                                                                                                                                                           |                                                                                         |
|                                                                                                                                                                                                                              | <p>tCia2nCo eCcebmmi )oCesmomvmhdF 2e )u v2eubvC</p>                                    |
| <p>odgh ieszO dliiF iiOos dFg OdllFj tlls -Rhdge<br/> .fOi lghg ee lkh ghfdOlohFI</p>                                                                                                                                        | <p>) u2r nCeCnCreC ) maneC</p>                                                          |
| <p>sshFlldt lhcleiir: Biirs iF " gsflllFdt Lsefkitije" )ssfk ds lkh<br/> miOrs ii: nO. odg .)kkdOidml-iO nO. tFmdO tt i ldjkist-tt</p>                                                                                       | <p>tCemooCroCo and mne2rh bmmi uro – nCeCnCreC )<br/> e2Cre2e2e cmanruv nC me ).Cee</p> |
| <p>gsflllFdt ftdliiOos )ssfk ds sijith( niOos ( iiO sseollllFj dssljFohFlsi dFg<br/> sFI hOsle gjllldt .tleOdOlhs</p>                                                                                                        | <p>nreCnrCe nC maneC – lvCeenmr2e nCeCnCreC</p>                                         |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                               |                                          |                                                                       |                |                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------------------------------|-----------------------------------------------------------------------|----------------|-----------------------|
| <b>Course Title: Fundamentals of Special Education .1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                               |                                          |                                                                       |                |                       |
| <b>code The course .2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                               |                                          |                                                                       |                |                       |
| <b>2025-2026 the chapter / Year : First semester of the academic year .3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                               |                                          |                                                                       |                |                       |
| <b>1/11/2026 :date numbers this Description .4</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                               |                                          |                                                                       |                |                       |
| <b>shapes the audience Available: In-person .5</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                               |                                          |                                                                       |                |                       |
| <b>number Hours Total number of studies ( 2 ) Units .6<br/>( 2 ) Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                               |                                          |                                                                       |                |                       |
| <b>name responsible The course If the student more .7<br/>from name It is mentioned</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                               |                                          |                                                                       |                |                       |
| <b>Name: M.M. Sari Rashid Haroun<br/>Email : bsc.sura.al-gwam@uobabylon.edu.iq</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                               |                                          |                                                                       |                |                       |
| <b>.٨ اهداف المقرر</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                               |                                          |                                                                       |                |                       |
| <p><b>The aim of teaching the fundamentals of special education is to identify typically developing children with special needs through assessment and diagnostic tools appropriate to each category, and to develop educational and therapeutic programs, along with preparing suitable ,teaching aids for each category of special education, such as visual physical, and hearing impairments, and how to implement them. Its classification is M Special and appropriate curricula for them, in ,addition to methods of communication with people with special needs ways of dealing with them, and how to use educational and therapeutic .programs</b></p> |                               |                                          |                                                                       |                | اهداف المادة الدراسية |
| <b>.٩ استراتيجيات التعليم والتعلم</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                               |                                          |                                                                       |                |                       |
| <b>Lecture, discussion, and questioning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                               |                                          |                                                                       |                | <b>Strategies</b>     |
| <b>.١٠ بنية المقرر</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                               |                                          |                                                                       |                |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>طريقة التعلم</b>           | <b>اسم الوحدة او الموضوع</b>             | <b>مخرجات التعلم المطلوبة</b>                                         | <b>الساعات</b> | <b>Week</b>           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>a lecture</b>              | <b>Introduction to Special Education</b> | <b>Introduction to Education Private</b>                              | <b>2</b>       | <b>1</b>              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Lecture and discussion</b> | <b>Principles of Special Education</b>   | <b>The need to become familiar with special education terminology</b> | <b>2</b>       | <b>2</b>              |

|  |                          |                                                                |                                                                                                            |   |    |
|--|--------------------------|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---|----|
|  |                          |                                                                |                                                                                                            |   |    |
|  | a lecture                | Terminology in Special Education                               | Foundations of Special Education                                                                           | 2 | 3  |
|  | Lecture and discussion   | The difference between general education and special education | Understanding the difference between the concepts of special education and general education               | 2 | 4  |
|  | Lecture and discussion   | Special Education Categories                                   | Understanding the nature of special education terminology                                                  | 2 | 5  |
|  | Lecture and discussion   | Gifted and talented                                            | Identifying talented individuals and methods of dealing with them                                          | 2 | 6  |
|  |                          | First monthly test                                             | First monthly test                                                                                         |   | 7  |
|  | Lecture and discussion   | Gifted and talented                                            | Factors influencing talent and excellence, and how to diagnose them                                        | 2 | 8  |
|  | Lecture and discussion   | Visual impairment                                              | Identifying the causes of visual impairment                                                                | 2 | 9  |
|  | Lecture and questionin g | hearing impairment                                             | Curricula that are hoped to be offered to the hearing impaired and their psychological characteristics     | 2 | 10 |
|  | Lecture and discussion   | learning difficulties                                          | What are the methods of teaching, dealing with, and rehabilitating individuals with learning ?difficulties | 2 | 11 |
|  | Lecture and discussion   | Signs of learning difficulties                                 |                                                                                                            | 2 | 12 |
|  |                          | Second month test                                              | Second monthly test                                                                                        |   | 13 |
|  | Lecture                  | Physical disability                                            | Understanding how                                                                                          | 2 | 14 |

|                              |                       |                                                                                               |                                                                                          |  |  |
|------------------------------|-----------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--|--|
|                              | <b>and discussion</b> |                                                                                               | <b>to deal with physically disabled people and how to integrate them into society</b>    |  |  |
| <b>Course Evaluation .11</b> |                       |                                                                                               |                                                                                          |  |  |
| <b>Learning Resources 12</b> |                       |                                                                                               |                                                                                          |  |  |
|                              |                       |                                                                                               | <b>,Required textbooks (methodology (if applicable</b>                                   |  |  |
|                              |                       |                                                                                               | <b>(Main references (sources</b>                                                         |  |  |
|                              |                       | <b>-Fundamentals of Special Education (Dr. Jamal Al (Khatib</b>                               |                                                                                          |  |  |
|                              |                       | <b>-Fundamentals of Special Education (Dr. Zeina Al (Lala and others</b>                      |                                                                                          |  |  |
|                              |                       | <b>-Introduction to Special Education (Dr. Fouad Al ( Jawaldeh</b>                            |                                                                                          |  |  |
|                              |                       | <b>Introduction to Special Education (Fundamentals of (Teaching People with Special Needs</b> | <b>Recommended supporting books and references (scientific journals (.reports, etc –</b> |  |  |
|                              |                       |                                                                                               | <b>Electronic references – Internet resources</b>                                        |  |  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Course Title: Human Rights and Democracy <b>.1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                       |
| code The course <b>.2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                       |
| the chapter / Year : Second semester of the 2025-2026 academic year <b>.3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                       |
| 17/1/2025 : date numbers this Description <b>.4</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                       |
| shapes the audience Available : In-person <b>.5</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                       |
| number Hours The study of the college <b>.6</b><br>(2) number Units Total (15)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                       |
| name responsible The course Academic <b>.7</b><br>if more from name It is mentioned                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                       |
| Name: Dr. Aghras Salim Hayawi / Teacher<br>Email : blaw7559@gmail.com                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                       |
| <b>.8</b> اهداف المقرر                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |
| <p><b>.1</b> Introducing students to human rights as defined by the United Nations and as defined by some jurists</p> <p><b>.2</b> Rooting Historical Human rights in ancient Islamic, European and African civilizations</p> <p><b>.3</b> Explaining the reasons for studying human rights</p> <p><b>.4</b> A statement on the meaning of democracy Its types and how this concept is practiced in a society newly acquainted with democracy , especially in Iraq</p> <p><b>.5</b> Conditions for the success of a democratic system</p> <p><b>.6</b> Introducing students to the Universal Declaration of Democracy adopted by the Council of the Inter Parliamentary Union at its 161st session ( Cairo ,September 1997 )</p> | اهداف المادة الدراسية |

| <p>The student distinguishes between guaranteeing human .7<br/> rights under democratic systems and other systems<br/> The student applies democratic principles within the ←<br/> . university campus</p> |                                          |                                                                                                                                                           |                                |            |          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|------------|----------|
| .٩ استراتيجيات التعليم والتعلم                                                                                                                                                                             |                                          |                                                                                                                                                           |                                |            |          |
| .Lecture and discussion                                                                                                                                                                                    |                                          |                                                                                                                                                           |                                | Strategies |          |
| .١ بنية المقرر                                                                                                                                                                                             |                                          |                                                                                                                                                           |                                |            |          |
|                                                                                                                                                                                                            | طريقة التعلم                             | اسم الوحدة او الموضوع                                                                                                                                     | مخرجات التعلم المطلوبة         | الساعات    | Week     |
|                                                                                                                                                                                                            | <b>theoretical</b>                       | <b>Defining human rights and their historical origins</b>                                                                                                 | <b>Understanding the topic</b> | <b>1</b>   | <b>1</b> |
|                                                                                                                                                                                                            | <b>Theoretical and group discussions</b> | <b>Studying the characteristics and classification of human rights</b>                                                                                    | <b>Understanding the topic</b> | <b>1</b>   | <b>2</b> |
|                                                                                                                                                                                                            | <b>theoretical</b>                       | <b>A study of the most important international conventions that affirm human rights</b>                                                                   | <b>Understanding the topic</b> | <b>1</b>   | <b>3</b> |
|                                                                                                                                                                                                            | <b>Theoretical and group discussions</b> | <b>Introducing the Student Discipline Code to explain the rights and responsibilities of students .within the university campus</b>                       | <b>Understanding the topic</b> | <b>1</b>   | <b>4</b> |
|                                                                                                                                                                                                            | <b>theoretical</b>                       | <b>Defining democracy and explaining the difference between freedom and democracy Studying the conditions for the success of the elements and pillars</b> | <b>Understanding the topic</b> | <b>1</b>   | <b>5</b> |

|                                      |                                   |                                                                              |                                                  |   |    |
|--------------------------------------|-----------------------------------|------------------------------------------------------------------------------|--------------------------------------------------|---|----|
|                                      |                                   | of the democratic system                                                     |                                                  |   |    |
|                                      | Theoretical and group discussions | General conditions for the success of a democratic system                    | Understanding the topic                          | 1 | 6  |
|                                      | theoretical                       | First month test                                                             | Understanding the topic                          | 1 | 7  |
|                                      | theoretical                       | Main components and elements of democracy                                    | Understanding the topic                          | 1 | ↵  |
|                                      | Theoretical and group discussions | The concept of elections and its legal framework                             | Understanding the topic                          | 1 | ↳  |
|                                      | theoretical                       | Types of election systems and their conditions                               | Understanding the topic                          | 1 | 10 |
|                                      | Theoretical and group discussions | Evaluating the democratic system: Advantages of the system Its disadvantages | Understanding the topic                          | 1 | 11 |
|                                      | theoretical                       | Types of pressure groups                                                     | Understanding the topic                          | 1 | 12 |
|                                      | Theoretical and group discussions | The lobbying methods they use to achieve their goals                         | Understanding the topic                          | 1 | 13 |
|                                      | theoretical                       | Second month test                                                            | Understanding the topic                          | 1 | 14 |
| Course Evaluation .11                |                                   |                                                                              |                                                  |   |    |
| <b>Learning Resources 12</b>         |                                   |                                                                              |                                                  |   |    |
| nothing                              |                                   |                                                                              | Required textbooks (methodology, if ( applicable |   |    |
| Lectures by the specialist professor |                                   |                                                                              | (Main references (sources                        |   |    |

|                                                                                                                                           |                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <b>Mansour Al-Rifai and Dr. Ismail Abdel-Fattah<br/>(Abdel-Kafi (Private Human Rights in Islam<br/>2007 ,Cairo: Dar Al-Arabia Library</b> | <b>Recommended supporting books and<br/>– references (scientific journals<br/>(.reports, etc</b> |
| <b>The internet, YouTube, and e-books</b>                                                                                                 | <b>Electronic references – Internet<br/>resources</b>                                            |

نموذج وصف المقرر 2023-2024

|                                                                                   |                    |                            |       |      |
|-----------------------------------------------------------------------------------|--------------------|----------------------------|-------|------|
| Course Name : Classroom Learning Psychology -1                                    |                    |                            |       |      |
| : Course code -2                                                                  |                    |                            |       |      |
| First semester of the academic year 2025-2026 AD -3                               |                    |                            |       |      |
| 5/10/2025 : Description prepared on -4                                            |                    |                            |       |      |
| Available attendance formats: In-person -5                                        |                    |                            |       |      |
| 2 ) :Total number of study hours -6                                               |                    |                            |       |      |
| (2) :Total number of units -7                                                     |                    |                            |       |      |
| Course Coordinator : M. Ahmed Samer Lafteh -8                                     |                    |                            |       |      |
| Name : Dr. Ahmed Samer Lafteh<br>Email : bas947.a.sammer@student.uobabylon.edu.iq |                    |                            |       |      |
| Course Objectives -9                                                              |                    |                            |       |      |
| Understanding the concept of classroom .1<br>learning psychology                  |                    |                            |       |      |
| Understanding the types of classroom .2<br>learning psychology                    |                    |                            |       |      |
| Distinguishing between classical conditioning .3<br>and association               |                    |                            |       |      |
| Comparison between Piaget's theory and .4<br>Bruner's theory                      |                    |                            |       |      |
| Understanding the basic processes of .5<br>. cognitive development                |                    |                            |       |      |
| Understanding Piaget's stages of .6<br>development                                |                    |                            |       |      |
| Learning and teaching strategies -10                                              |                    |                            |       |      |
| Course structure                                                                  |                    |                            |       |      |
| Learning method                                                                   | Unit or topic name | Required learning outcomes | Hours | Week |
| , Lecture                                                                         | The emergence of   | Historical overview        | 2     | 1    |

|                                   |                                                                             |                                                                             |   |    |
|-----------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|---|----|
| questioning                       | classroom learning psychology                                               |                                                                             |   |    |
| ,Presentation discussion          | The concept of classroom learning psychology                                | Definition of classroom learning psychology                                 | 2 | 2  |
| Discussion and questioning        | Understanding the relationship between Bruner's theory and Ausubel's theory | Understanding the relationship between Piaget's theory and Ausubel's theory | 2 | 3  |
| Presentation and discussion       | Understanding Exploration Training Methods                                  | Distinguishing between basic processes and stages of cognitive development  | 2 | 4  |
| active learning                   | The concept of instructional design                                         | Definition of Instructional Design                                          | 2 | 5  |
| , Discussion questioning          | Principles of Transfer of Learning                                          | Understanding the transfer of learning                                      | 2 | 6  |
| -----                             | First month exam                                                            | First month exam                                                            |   | 7  |
| Discussion and questioning        | Understanding conceptual learning models                                    | Understanding the -concept, problem solving, and creative thinking          | 2 | 8  |
| active learning                   | Recognizing the obstacles to creative thinking                              | Understanding creative thinking skills                                      | 2 | 9  |
| Presentation and Interrogation    | The importance of motivation; the function of .motivation                   | The concept of .4 motivation and its impact on learning                     | 2 | 10 |
| , Lecture discussion              | Principles of classroom learning                                            | Definition of classroom learning                                            | 2 | 11 |
| , Lecture ,discussion questioning | The concept of classroom management strategy                                | Factors affecting the effectiveness of the learning and teaching processes  | 2 | 12 |
| discussion                        | Sections of                                                                 | The concept of                                                              | 2 | 13 |

|                                                               |                                                                                   |                         |   |    |
|---------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------|---|----|
|                                                               | educational objectives                                                            | educational goals       |   |    |
| interrogation                                                 | Active learning strategy where                                                    | Active learning methods | 2 | 14 |
| -----                                                         | Second month exam                                                                 | Second month exam       |   | 15 |
| Course Evaluation .11                                         |                                                                                   |                         |   |    |
| very good                                                     |                                                                                   |                         |   |    |
| Learning Resources -12                                        |                                                                                   |                         |   |    |
|                                                               | ,Required textbooks (methodology (if applicable                                   |                         |   |    |
| Psychology of learning and classroom teaching<br>Yusuf Qatami | (Main references (sources                                                         |                         |   |    |
|                                                               | Recommended supporting books – and references (scientific journals (.reports, etc |                         |   |    |
| nothing                                                       | Electronic references – Internet resources                                        |                         |   |    |

2023-2024

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                     |                              |                               |                |                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------------------|-------------------------------|----------------|------------------------------|
| <b>Course Name : Adult Psychology .1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                     |                              |                               |                |                              |
| <b>.2 The course code :</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                     |                              |                               |                |                              |
| <b>2024-2025 the chapter / Year : First semester of the academic year .3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                     |                              |                               |                |                              |
| <b>.4 Description this numbers date : 1/11/2026</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                     |                              |                               |                |                              |
| <b>.5 Available : In-person shapes the audience</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                     |                              |                               |                |                              |
| <b>.6 Total number of students ( 30 )<br/>Total Units ( 2 )</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                     |                              |                               |                |                              |
| <b>.7 The course If the student more responsible name<br/>It is mentioned from name</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                     |                              |                               |                |                              |
| <b>Name : M. M. Ali Fallah Al -Ajrash<br/>Email : bsc.ali.eaziz@uobabylon.edu.iq</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                     |                              |                               |                |                              |
| <b>.٨ اهداف المقرر</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                     |                              |                               |                |                              |
| <p><b>The aim of teaching adult psychology is to understand the psychological and behavioral aspects of human beings in adulthood and old age, and how their psychological and social abilities and needs change with advancing age. Among the most important objectives are Understanding psychological changes in adults, i.e., studying how emotions and thinking change. Human mental abilities after adolescence , 2- Understanding personality characteristics in adulthood Getting to know Adult personality traits and how they develop or stabilize _3 ,over time. 4. Understanding the psychological and social problems of adults such as work stress, family responsibilities, anxiety, depression, and issues : related to retirement or aging. 5. Improving methods of interacting with adults Helping teachers, counselors, or social workers better understand and address .the needs of adults .</b></p> |                     |                              |                               |                | <b>اهداف المادة الدراسية</b> |
| <b>.٩ استراتيجيات التعليم والتعلم</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                     |                              |                               |                |                              |
| <b>Lecture, discussion, and questioning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                     |                              |                               |                | <b>Strategies</b>            |
| <b>.١٠ بنية المقرر</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                     |                              |                               |                |                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>طريقة التعلم</b> | <b>اسم الوحدة او الموضوع</b> | <b>مخرجات التعلم المطلوبة</b> | <b>الساعات</b> | <b>Week</b>                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Classroom</b>    | <b>Aging (in its</b>         | <b>The student should</b>     | <b>2</b>       | <b>1</b>                     |

|  |                                                       |                                                    |                                                                                                                                                          |          |          |
|--|-------------------------------------------------------|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|
|  | <b>discussion</b>                                     | <b>modern sense - its (characteristics</b>         | <b>know the concept of .aging</b>                                                                                                                        |          |          |
|  | <b>discussion panels</b>                              | <b>Theories explaining aging</b>                   | <b>The student should be familiar with theories of aging such as the self-theory, the biological clock theory, the wear and tear theory, and .others</b> | <b>2</b> | <b>2</b> |
|  | <b>a lecture Interrogations and panel discussions</b> | <b>Physiological and biological changes</b>        | <b>The student should understand how the body works and its vital .functions</b>                                                                         | <b>2</b> | <b>3</b> |
|  | <b>Lecture and discussion</b>                         | <b>Growth demands at this stage</b>                | <b>The student should know the physical and health requirements for growth, such as ,personal hygiene .etc</b>                                           | <b>2</b> | <b>4</b> |
|  | <b>Lecture and discussion</b>                         | <b>Problems and diseases of the elderly</b>        | <b>The student should know the causes of ,psychological physical, and .organic diseases</b>                                                              | <b>2</b> | <b>5</b> |
|  | <b>Lecture and discussion</b>                         | <b>Clinical and behavioral symptoms of old age</b> | <b>The student should be aware of the signs and symptoms that help determine the severity of the illness, such as ,fatigue, delirium .and dementia</b>   | <b>2</b> | <b>6</b> |
|  |                                                       | <b>First monthly test</b>                          | <b>First monthly test</b>                                                                                                                                |          | <b>7</b> |
|  | <b>Lecture and discussion</b>                         | <b>Personal characteristics of the elderly</b>     | <b>The student should know the methods and tools used in Their care and the programs designed for them</b>                                               | <b>2</b> | <b>8</b> |

|  |                                                                                             |                                                                                                            |                                                                                                                                                                               |          |           |
|--|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------|
|  | <b>Lecture and discussion</b>                                                               | <b>Ways to deal with the elderly within the family</b>                                                     | <b>Understanding their psychological, physical, and health needs and providing assistance with daily activities</b>                                                           | <b>2</b> | <b>9</b>  |
|  | <b>,Lectures Q&amp;As, and Panel Discussions</b>                                            | <b>Elderly care programs</b>                                                                               | <b>The student should be familiar with medical examinations, checkups, disease prevention, and daily nutrition programs.</b>                                                  | <b>2</b> | <b>10</b> |
|  | <b>Lecture and discussion, brainstorming</b>                                                | <b>Societal attitudes towards the elderly</b>                                                              | <b>The student should understand societal attitudes towards the elderly, such as respect, appreciation, social support, and community participation.</b>                      | <b>2</b> | <b>11</b> |
|  | <b>Lecture and discussion</b>                                                               | <b>Retirement and its psychological effects</b>                                                            | <b>The student should understand the types of guidance services provided and methods for solving problems.</b>                                                                | <b>2</b> | <b>12</b> |
|  |                                                                                             | <b>Second month test</b>                                                                                   | <b>Second monthly test</b>                                                                                                                                                    |          | <b>13</b> |
|  | <b>Educational trips to private institutes, classroom observations and training methods</b> | <b>Ageing, disability and the advice offered to them, the rights of the elderly and elderly care homes</b> | <b>The student should understand how to interact with the elderly and communicate with supporting organizations.</b>                                                          | <b>2</b> | <b>14</b> |
|  | <b>Lecture delivery method</b>                                                              | <b>Mental health of the elderly, legislation and laws pertaining to them in Iraq</b>                       | <b>The student should understand the type of mental well-being of the elderly, the impact of economic and family changes on the elderly, and how to protect their rights.</b> | <b>2</b> | <b>15</b> |

. The method of expression through facial expressions, feedback from students \_1  
 , The learning triangle: oral test , written test , surprise test ( Quoz ) , follow-up assessment \_2  
 . summative assessment

**Learning Resources 12**

|                                                                                                           |                                                                                                    |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
|                                                                                                           | ,Required textbooks ( methodology<br>( if applicable                                               |
| <b>University Main Library</b>                                                                            | <b>( Main references ( sources</b>                                                                 |
| <b>College Library, Virtual Library</b>                                                                   | <b>Recommended supporting books<br/>and references ( scientific<br/>(.journals , reports , etc</b> |
| <b>Psychology of the Elderly ( Hassan Muhammad<br/>Mustafa ) Studies in the Psychology of the Elderly</b> | <b>Electronic references – Internet<br/>resources</b>                                              |

| Course Name : Social Work -1                                                                                                                                                                                                                                                                                                                                                                                                                          |                                      |                            |       |      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|----------------------------|-------|------|
| : Course code -2                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                      |                            |       |      |
| 2025-2026 Second semester of the academic year -3<br>AD                                                                                                                                                                                                                                                                                                                                                                                               |                                      |                            |       |      |
| 2025/1/25 : Date of preparation of the description -4                                                                                                                                                                                                                                                                                                                                                                                                 |                                      |                            |       |      |
| Available attendance formats: In-person -5                                                                                                                                                                                                                                                                                                                                                                                                            |                                      |                            |       |      |
| (2) :Total number of study hours -6                                                                                                                                                                                                                                                                                                                                                                                                                   |                                      |                            |       |      |
| (2) :Total number of units -7                                                                                                                                                                                                                                                                                                                                                                                                                         |                                      |                            |       |      |
| Course Coordinator : Dr. Ahmed Samer Lafteh -8                                                                                                                                                                                                                                                                                                                                                                                                        |                                      |                            |       |      |
| Name : M.D. Ahmed Samer Lafteh<br>Email: bas947.a.sammer@student.uobabylon.edu.iq                                                                                                                                                                                                                                                                                                                                                                     |                                      |                            |       |      |
| Course Objectives -9                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                      |                            |       |      |
| Understanding the concept of social work .1<br>Understanding the relationship between social .2<br>work and other sciences<br>Distinguishing between the foundations of .3<br>.social work and the principles of social work<br>Comparison between Challenges facing the .4<br>social work profession<br>Understanding the fields of social work .5<br><b>Understanding the importance of .6</b><br><b>registration and interviews in the service</b> |                                      |                            |       |      |
| Learning and teaching strategies -10                                                                                                                                                                                                                                                                                                                                                                                                                  |                                      |                            |       |      |
| Course structure                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                      |                            |       |      |
| Learning method                                                                                                                                                                                                                                                                                                                                                                                                                                       | Unit or topic name                   | Required learning outcomes | Hours | Week |
| , Lecture questioning                                                                                                                                                                                                                                                                                                                                                                                                                                 | The Origins of Social Work           | Historical overview        | 2     | 1    |
| ,Presentation discussion                                                                                                                                                                                                                                                                                                                                                                                                                              | The concept and objectives of social | Definition of social work  | 2     | 2    |

|                                   |                                                            |                                                                                   |   |    |
|-----------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------|---|----|
|                                   | work                                                       |                                                                                   |   |    |
| Discussion and questioning        | The relationship between social work and other sciences    | Understanding the relationship between social work and other sciences             | 2 | 3  |
| Presentation and discussion       | Understanding the principles and philosophy of social work | Principles of social work                                                         | 2 | 4  |
| active learning                   | The concept of individual service methods                  | Defining methods of individual service                                            | 2 | 5  |
| , Discussion questioning          | The role of social work in organizing society              | Understanding the pillars of social work                                          | 2 | 6  |
| -----                             | First month exam                                           | First month exam                                                                  |   | 7  |
| Discussion and questioning        | , Medical field teaching and rehabilitation                | Understanding the fields of social work                                           | 2 | 8  |
| active learning                   | The relationship of social work to social institutions     | Understanding the relationship between the specialist in social care institutions | 2 | 9  |
| Presentation and Interrogation    | Community service organization concept                     | The importance of social service assistance methods                               | 2 | 10 |
| , Lecture discussion              | The concept of the interview                               | Understanding the recording                                                       | 2 | 11 |
| , Lecture ,discussion questioning | The concept of digital addiction                           | Digital addiction and its relationship to adolescent problems                     | 2 | 12 |
| discussion                        | The concept of the family sphere                           | Getting to know the family field                                                  | 2 | 13 |
| interrogation                     | The concept of the family field and childcare              | Understanding social work in the areas of family and childcare                    | 2 | 14 |
| -----                             | Second month exam                                          | Second month exam                                                                 |   | 15 |

Course Evaluation .11

very good

Learning Resources -12

|                                                                                     |                                                                                   |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|                                                                                     | ,Required textbooks (methodology (if applicable                                   |
| Social work as a practice in educational institutions<br>Dr. Abdul Rahman Al-Khatib | (Main references (sources                                                         |
|                                                                                     | Recommended supporting books – and references (scientific journals (.reports, etc |
| nothing                                                                             | Electronic references – Internet resources                                        |

2023-2024 المقرر المقدر

## Course description form

|                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1- Course name                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Public Arabic                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 2- Rapporteur symbol                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 3- Chapter/ Sunnah                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                  |
| The first semester                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 4- The date of preparing this description                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 2026/ /                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 5- Available forms                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Presence                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 6- The total number of hours /The number of total units                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 2,2                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 7- The name of the course official (if more than one name is mentioned)                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Name: M. M. Doha Sadeq Rasool<br>E -mail : <a href="mailto:doha.rasool.bsole@uobabylon.edu.iq">doha.rasool.bsole@uobabylon.edu.iq</a> |                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 8- Study objectives                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>The objectives of the subject</b></p>                                                                                           | <ul style="list-style-type: none"> <li>Knowing the Arabic system and its rules</li> <li>Differentiate between the Arabic language levels</li> <li>Knowing the types of sentences in Arabic</li> <li>Knowing the nominal sentence</li> <li>Knowing the actual sentence</li> <li>Knowing the history of Arabic literature</li> <li>Knowing the purposes of Arabic poetry</li> <li>Knowing literary ages</li> </ul> |
| 9- Teaching and learning strategies                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Strategy                                                                                                                              | <p>1- Problem solution</p> <p>2- brainstorming</p> <p>3- Active learning strategies</p> <p>4- Discussion</p> <p>5- Learning cooperation</p>                                                                                                                                                                                                                                                                      |
| 10- Rapporteur structure                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                  |

| Evaluation                                                                                                                   | Learning method                                                                               | The name of the unit or the topic                                                                                                                                                                                                                                                                      | Required learning outcomes                                                                                                                                                                                                                                                                     | Watch           | week                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Daily short immediate immediate tests. Weekly and monthly general tests. Short questions editorial test Test my topic report | Discussion Problem solving Cooperative learning Active learning Active learning Brainstorming | For a beginner the news actor Deputy Building the verb for the unknown Kan's name and her sisters News that and her sisters Monthly test Pre -Islam literature Hanging the person of Al -Qais Dousting Zuhair bin Abi Salma Hanging Antara bin Shaddad Craft Al Wasl and Al Wasl the second month test | Definition of the student<br>Definition of the student<br>Definition of the student<br>Definition of the student<br>Definition of the student<br>Definition of the student<br>Definition of the student<br>Definition of the student<br>Definition of the student<br>Definition of the student | 2 for each week | the first<br>the second<br>the third<br>Fourth<br>Fifth Sixth<br>Seventh<br>Eighth<br>Ninth<br>tenth<br>eleventh<br>twelfth<br>thirteenth<br>fourteenth<br>Fifth nest |

#### 11- Course evaluation

Distribution of the degree from 011 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, editorial and reports, etc.

#### 12-Learning and teaching sources

|                                                                                |                                                                                                                                                           |
|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Required books (methodology, if any)                                           | General Arabic for Non-Specialization Sections, Prof. Dr. Saad Hassan Aliwi, Dar Al-Sadiq for Publishing and Distribution, First Edition, 2013.           |
| The main references (sources)                                                  | Ibn Aqeel explained to the millennium of Ibn Malik, Bahaa Al -Din Abdullah bin Abdul Rahman bin Aqeel Al -Hamdhani, Dar Al -Taleea, Cairo, first edition. |
| The prevailing books and references recommended (scientific journals. Reports) | Literature in the pre -Islamic era, from the book of Sibawayh ,, explaining the seven commentaries.                                                       |
| Electronic references. Internet sites                                          | Magazine sites on the Internet                                                                                                                            |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                       |    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----|
| name The course                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                       | .١ |
| Islamic Studies / First Stage                                                                                                                                                                                                                                                                                                                                                                                                                                         |                       |    |
| code The course                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                       | .٢ |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                       |    |
| the chapter / Year                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                       | .٣ |
| Second semester /2025-2026                                                                                                                                                                                                                                                                                                                                                                                                                                            |                       |    |
| date numbers this Description                                                                                                                                                                                                                                                                                                                                                                                                                                         |                       | .٤ |
| 25/2/2026                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       |    |
| 5. shapes the audience Available                                                                                                                                                                                                                                                                                                                                                                                                                                      |                       |    |
| In-person teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                       |    |
| 6. number Hours Study ( Total /) number Units<br>( The whole )                                                                                                                                                                                                                                                                                                                                                                                                        |                       |    |
| Total (2) / Number of hours (2)                                                                                                                                                                                                                                                                                                                                                                                                                                       |                       |    |
| 7. name responsible The course Academic<br>( if more from name (It is mentioned )                                                                                                                                                                                                                                                                                                                                                                                     |                       |    |
| the name : Musa Kazim's Prayer Al-Maamouri<br>Email : bas959.duaa.musia@uobabylon.edu.iq                                                                                                                                                                                                                                                                                                                                                                              |                       |    |
| .٨ اهداف المقرر                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                       |    |
| 1- Raising students on the correct Islamic doctrine, which leads to preparing a righteous person.<br>2- Educating students on the correct morals such as honesty, trustworthiness, etc.<br>3- Developing a sense of community among students, by instilling in them a sense of belonging to the Muslim community.<br>4- Clarifying the sources of Islamic education, both ancient and modern.<br>5- Raising awareness among students to raise a sound Islamic family. | اهداف المادة الدراسية |    |
| .٩ استراتيجيات التعليم والتعلم                                                                                                                                                                                                                                                                                                                                                                                                                                        |                       |    |
| 1. The lecture.<br>2. Discussion.<br>3. Thinking.<br>4. Active learning.<br>5. Cooperative learning.                                                                                                                                                                                                                                                                                                                                                                  | الاستراتيجية          |    |

| ١٠. بنية المقرر |                      |                                                                                  |                                                                                   |         |            |
|-----------------|----------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------|------------|
| طريقة التقييم   | طريقة التعلم         | اسم الوحدة او الموضوع                                                            | مخرجات التعلم المطلوبة                                                            | الساعات | الأسبوع    |
|                 | discussion           | Definition of Prophet and Messenger, linguistically and technically              | Understanding the terminology of Islamic studies.                                 | 2       | the first  |
|                 | Lecture              |                                                                                  |                                                                                   | 2       | the second |
|                 | Cooperative learning | Recognizing Prophecy                                                             | Understanding the importance of prophecy for both teacher and learner.            | 2       | the third  |
|                 | Short questions      | Identifying the characteristics of the prophets                                  | Identifying the requirements of prophethood.                                      | 2       | Fourth     |
|                 | monthly exam         |                                                                                  |                                                                                   | 2       | Fifth      |
|                 | Lecture              | Definition of revelation, linguistically and technically                         | Understanding the importance of revelation and the types of revelation.           | 2       | Sixth      |
|                 | discussion           |                                                                                  |                                                                                   | 2       | Seventh    |
|                 | Cooperative learning | Second month exam                                                                | Second month exam                                                                 | 2       | Eighth     |
|                 | Lecture              | Understanding the miraculous nature of the Quran and its conditions in the Quran | Understanding the importance of miracles                                          | 2       | Ninth      |
|                 | Short questions      |                                                                                  |                                                                                   | 2       | Tenth      |
|                 | monthly exam         | Evidence of the Prophethood of Muhammad (PBUH)                                   | Understanding the importance of the miraculous nature of the Quran                | 2       | eleventh   |
|                 | Lecture              |                                                                                  |                                                                                   | 2       | twelfth    |
|                 | discussion           | Understanding the principles of Muhammad's (PBUH) intercession                   | Recognizing the importance of the evidence of the prophethood of Muhammad (PBUH). | 2       | thirteenth |
|                 | Cooperative learning | Recognizing the interruption of death and a bad end                              | Understanding the importance of Muhammad's (PBUH) intercession                    | 2       | fourteenth |
|                 | Short questions      | Understanding the ruling on repentance and its conditions                        | Understanding the importance of the ruling on belief in the Day of Judgment       | 2       | fifteenth  |
|                 |                      | Second month exam                                                                | Second month exam                                                                 |         |            |
|                 |                      | Definition of death and what follows the deceased                                |                                                                                   |         |            |
|                 |                      | Definition of the science of the Hour and its coming                             | Understanding the importance of repentance                                        |         |            |
|                 |                      | Understanding the Day of Judgment and the wisdom behind it                       | Recognizing death                                                                 |         |            |
|                 |                      |                                                                                  | Understanding the importance of chronology                                        |         |            |
|                 |                      |                                                                                  | The importance of                                                                 |         |            |

|  |  |  |                    |  |  |
|--|--|--|--------------------|--|--|
|  |  |  | knowing arithmetic |  |  |
|--|--|--|--------------------|--|--|

١١. تقييم المقرر

Islamic education is a very important subject in raising the student to believe in God Almighty, His books and His messengers. It develops in them a strengthening of religious feeling, adherence to moral virtues, rejection of hatred, and helps them to deal with socially correctly and have good relations between them and other members of society.

١٢. مصادر التعلم والتدريس

|                                     |                                                        |
|-------------------------------------|--------------------------------------------------------|
| nothing                             | المراجع الرئيسية ( المصادر )                           |
| Clear in the Sciences of the Qur'an | الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية، |
| nothing                             | التقارير.... )                                         |
|                                     | المراجع الإلكترونية ، مواقع الانترنت                   |

All topics are acceptable, provided that the websites are reliable.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Principles of Education :Course name .1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                       |
| code The course .2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                       |
| year 2025-2026academic Year : Second semester of the / the chapter .3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                       |
| 2026 /2 /10 : date numbers this Description .4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       |
| shapes the audience Available : In-person .5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                       |
| number Hours The study of the college (3) .6<br>(3) number Units All                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                       |
| name responsible The course Academic if .7<br>more from name It is mentioned                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                       |
| Name: M.M. Fatima Hashim Radhi Al-Awadi<br>Email: <a href="mailto:bsc.fatima.gther@uobabylon.edu.iq">bsc.fatima.gther@uobabylon.edu.iq</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                       |
| .8 اهداف المقرر                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                       |
| <p><b>To increase the student's understanding of educational and social realities throughout the ages, to grasp the educational process in its utmost necessities, and to understand educational theories across different peoples, both ancient and modern</b></p> <p><b>Interpreting the educational process from a historical and philosophical perspective</b></p> <p><b>,And to shed light on upbringing and education</b></p> <p><b>Statement on the importance of the role of social and educational institutions</b></p> <p><b>And to help students train and appreciate the importance of the educational process</b></p> <p><b>It is also a science that describes and explains the impact of educational systems on historical reality, both ancient and modern</b></p> <p><b>Defining the educational reality revealed by philosophical schools of education</b></p> <p><b>Defining the goals of community education and applying educational concepts</b></p> | اهداف المادة الدراسية |
| .9 استراتيجيات التعليم والتعلم                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       |
| <p><b>.1 Interrogation</b></p> <p><b>-2 Delivering and lecturing</b></p> <p><b>.3 Discussion</b></p> <p><b>.4 Exploration</b></p> <p><b>.5 Problem solving</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Strategies            |

| <b>.Brainstorming .6</b>                                                                                                                                                                                                                                                                                                                         |                                  |                                                                                                  |                                                                                                                              |          |      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------|------|
| <b>.Motivational questions .7</b>                                                                                                                                                                                                                                                                                                                |                                  |                                                                                                  |                                                                                                                              |          |      |
| ١٠. بنية المقرر                                                                                                                                                                                                                                                                                                                                  |                                  |                                                                                                  |                                                                                                                              |          |      |
|                                                                                                                                                                                                                                                                                                                                                  | طريقة التعلم                     | اسم الوحدة او الموضوع                                                                            | مخرجات التعلم المطلوبة                                                                                                       | الساعات  | Week |
| <b>Oral and<br/>.written tests<br/>Research (2<br/>assignments<br/>Student (3<br/>attendance<br/>and<br/>participation<br/>during the<br/>lecture</b>                                                                                                                                                                                            | a lecture                        | basis social For<br>education                                                                    | Introduction to<br>Education                                                                                                 | <b>3</b> | 1    |
|                                                                                                                                                                                                                                                                                                                                                  | Lecture and<br>discussion        | basis social For<br>education                                                                    | meaning Education<br>Its goals Its<br>necessity                                                                              | <b>3</b> | 2    |
|                                                                                                                                                                                                                                                                                                                                                  | a lecture                        | basis social For<br>education                                                                    | Her theories , and its<br>fields                                                                                             | <b>3</b> | 3    |
|                                                                                                                                                                                                                                                                                                                                                  | discussion                       | basis social For<br>education                                                                    | basis Historical For<br>education                                                                                            | <b>3</b> | 4    |
|                                                                                                                                                                                                                                                                                                                                                  | Lecture and<br>discussion        | The economic basis<br>of education                                                               | Ancient Chinese-<br>Greek Education                                                                                          | <b>3</b> | 5    |
|                                                                                                                                                                                                                                                                                                                                                  |                                  |                                                                                                  | First month test                                                                                                             |          | 6    |
|                                                                                                                                                                                                                                                                                                                                                  | Lecture and<br>discussion        | basis Scientific<br>Education                                                                    | Medieval education<br>Arab education<br>before and after<br>Islam<br>Modern Education                                        | <b>3</b> | 7    |
|                                                                                                                                                                                                                                                                                                                                                  | Lecture and<br>discussion        | Foundations<br>Nationalism social                                                                | The relationship<br>between education<br>and society<br>The relationship<br>between the<br>individual and the<br>environment | <b>3</b> | 8    |
|                                                                                                                                                                                                                                                                                                                                                  | Lecture and<br>discussion        | Education in<br>Perspective Islamic                                                              | Moral education<br>,Family upbringing                                                                                        | <b>3</b> | 9    |
|                                                                                                                                                                                                                                                                                                                                                  |                                  |                                                                                                  | Second month test                                                                                                            | <b>3</b> | 10   |
|                                                                                                                                                                                                                                                                                                                                                  | Lecture and<br>discussion        | Meaning symmetry<br>Consistency in<br>thinking Work In<br>what Dictated by On<br>us Our religion | Education Islamic                                                                                                            | <b>3</b> | 11   |
|                                                                                                                                                                                                                                                                                                                                                  | Discussion<br>and<br>questioning | Meaning control<br>social Control<br>Positivity                                                  | social Adjustment                                                                                                            | <b>3</b> | 12   |
|                                                                                                                                                                                                                                                                                                                                                  | Lecture and<br>discussion        | practices that We do<br>In it during Our lives<br>Short or It lasted                             | Culture and<br>education                                                                                                     | <b>3</b> | 13   |
|                                                                                                                                                                                                                                                                                                                                                  | Lecture and<br>discussion        | that He is I have<br>individual need<br>. social Specific                                        | Education social                                                                                                             | <b>3</b> | 14   |
| months - 20 months - 10 student activities and participation within the 20): Course evaluation .11<br>(class                                                                                                                                                                                                                                     |                                  |                                                                                                  |                                                                                                                              |          |      |
| Learning Resources: This course description provides a concise summary of the course's key .12<br>characteristics, learning outcomes, and expected student outcomes, demonstrating whether the student<br>has effectively utilized the available learning opportunities. It is essential to link this description to the<br>.program description |                                  |                                                                                                  |                                                                                                                              |          |      |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Principles of Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Required textbooks (methodology, if applicable)                                   |
| Emile role Kaheim , Education And society, Renaissance , Cairo 1999<br>Dr. Ibrahim supporter , Foundations Education , house The vanguard Amman, 2004                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Main references (sources)                                                         |
| Dr. Raed Rasem and Dr. Samaa Turki, •<br>Foundations of Education, Noor Al-Hassan Office, Baghdad, 2021<br>Al-Jaafari , Foundations Maher .Dr •<br>Education, house Ammar , Oman 1998<br>Dr. Ibrahim Othman, Education , house •<br>Kazma, Kuwait, 1983<br>Dr. Mahmoud Mr, studies in Education And •<br>society, The companion, Cairo, 1988                                                                                                                                                                                                                                                                    | Recommended supporting books and references (scientific journals – reports, etc.) |
| Dr. Mahmoud El-Sayed, Studies in Education and Society, Al-Nadeem, Cairo, 1988                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Electronic references – Internet resources                                        |
| Curriculum Development Plan - 13                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                   |
| <p>.Utilizing scientific research to enrich the curriculum of the foundations of education-<br/>Benefiting from modern theories in the field of education-<br/>Evaluating students' learning outcomes in the fundamentals of education and their -<br/>ability to apply them in classroom teaching situations<br/>Holding workshops that bring together the head of the department and the faculty -3<br/>member responsible for the role of educational foundations in building content,<br/>strategies, activities, and assessment methods in solving educational problems and<br/>implementing solutions</p> |                                                                                   |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| (Course Name: Social Work (Practical Aspect -1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |
| :Course code -1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |
| Semester/Year: Second semester of the academic -                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | -1 |
| 2025-2026 year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |
| 2025/1/25 :Date of preparation of description -                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | -2 |
| Available attendance formats: In-person                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | -3 |
| (2) :Total number of study hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | -4 |
| (2) :Total number of units                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | -5 |
| Course coordinator's name: Siraj Hamid Jaber                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | -6 |
| Name:: Siraj Hamid Jaber                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |
| Email: book.books1970@gmail.com                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |
| <b>9- Course Objectives</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |
| <ol style="list-style-type: none"> <li>1. 1. The student should be able to provide a precise, scientific definition of social work, using relevant key terminology.</li> <li>2. The student should be able to explain the relationship between social work and other disciplines (such as psychology, sociology, and economics), providing illustrative examples</li> <li>3. The student should be able to differentiate between the foundations and principles of social work in terms of concept and function, through a structured presentation or classroom discussion.</li> <li>4. The student should be able to compare the most prominent challenges facing the social work profession in light of contemporary professional realities, highlighting their similarities and differences.</li> <li>5. The student should be able to list the various fields of social work and explain the role of the social worker in each field.</li> </ol> |    |

The student should be able to demonstrate the importance -6 of registration and interviewing in social work and their role in diagnosing cases and developing appropriate professional interventions.

## 10- Learning and teaching strategies

بنية المقرر

| Learning method                                                                                                                               | Unit or topic name                                                | Required learning outcomes<br>مطلوبة                                                                                                                                | Hours | Week |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------|
| <p><b>Presenting a timeline of the development of social work:</b></p> <p><b>A practical timeline presentation (Rubric</b></p>                | <b>The Origins of Social Work</b>                                 | The student should present a simplified timeline that illustrates the historical stages of the development of social work and links it to societal transformations. | 2     | 1    |
| <p>Applying the definition of social work to real-life situations:</p> <p>A short case study analysis</p>                                     | <b>The concept and objectives of social work</b>                  | The student should apply the -definition of social work to real life situations by analyzing hypothetical or real social cases.                                     | 2     | 2    |
| <p><b>Social case analysis with contributions from other sciences:</b></p> <p><b>An integrated case analysis model</b></p>                    | <b>The relationship of social work to other sciences</b>          | The student should analyze a specific social case, explaining the contribution of each science related to social work to understanding and addressing it.           | 2     | 3    |
| <p><b>Applying social work principles in a professional setting: A checklist for assessing the application of professional principles</b></p> | <b>Understanding the principles and philosophy of social work</b> | The student should use the principles of social work in analyzing a professional situation, explaining the impact of each principle in guiding social intervention. | 2     | 4    |
| <p>Classifying and Applying Individual Service Methods:</p> <p>Practical Assignment (Case Study + Method) (Selection</p>                      | <b>The concept of individual service methods</b>                  | The student should classify the methods of individual service and apply one of them to a simplified case study according to clear professional steps.               | 2     | 5    |

|                                                                                                                                          |                                                                      |                                                                                                                                                                         |   |    |
|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----|
| <p><b>Defining the pillars of social work through an applied framework:</b></p> <p><b>Evaluating a concept map/plan</b></p>              | <p><b>The role of social work in organizing society</b></p>          | <p>The student should identify the pillars of social work through an applied diagram that shows the role of each pillar in the professional process</p>                 | 2 | 6  |
| <p><b>Applying knowledge in the first monthly exam:</b></p> <p><b>A practical, situational test</b></p>                                  | <p><b>First month exam</b></p>                                       | <p>The student should use his theoretical knowledge to solve practical questions within the first monthly exam</p>                                                      |   | 7  |
| <p><b>Conducting a descriptive study on a field of social work:</b></p> <p><b>Short applied report</b></p>                               | <p><b>,Medical field teaching and rehabilitation</b></p>             | <p>The student should conduct a short descriptive study on one of the areas of social work explaining its objectives and the role of the specialist in it</p>           | 2 | 8  |
| <p>Simulating the professional relationship with care institutions:</p> <p>-Observation form (role playing)</p>                          | <p><b>The relationship of social work to social institutions</b></p> | <p>The student should simulate the professional relationship between the social worker and social welfare institutions through role-playing or case discussion</p>      | 2 | 9  |
| <p>Applying auxiliary methods in analyzing a social problem:</p> <p>Case analysis using auxiliary methods</p>                            | <p><b>Community service organization concept</b></p>                 | <p>The student should apply the methods used in social work when analyzing a social problem, demonstrating their importance in supporting professional intervention</p> | 2 | 10 |
| <p><b>Implementing a professional registration form for a social status:</b></p> <p><b>Checking a professional registration form</b></p> | <p><b>The concept of the interview</b></p>                           | <p>The student must complete a simplified professional registration form for a social case, in accordance with the accepted principles in social work</p>               | 2 | 11 |
| <p><b>Analyzing Digital Addiction and its Relationship to Adolescent Problems:</b></p> <p><b>Case Study / Applied Report</b></p>         | <p><b>The concept of digital addiction</b></p>                       | <p>The student should analyze the phenomenon of digital addiction and its relationship to adolescent problems through a case study or short applied report</p>          | 2 | 12 |
| <p>Analysis of the characteristics and functions of the family</p>                                                                       | <p><b>The concept of the family sphere</b></p>                       | <p>The student should identify the characteristics and tasks of the family domain by analyzing examples of common family</p>                                            | 2 | 13 |

|                                                                                                          |                                                      |                                                                                                                                                  |   |    |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---|----|
| domain:<br><br>An analytical task based on family models                                                 |                                                      | .problems                                                                                                                                        |   |    |
| <b>Comparison between Family Social Work and Childcare: A Comparative Applied Report</b>                 | <b>The concept of the family field and childcare</b> | The student should compare the roles of social work in the field of family and childhood care through an applied activity or .comparative report | 2 | 14 |
| <b>Applying skills in the second monthly exam:</b><br><br><b>Analytical and applied (test (scenarios</b> | <b>Second month exam</b>                             | The student should apply the skills and knowledge acquired in the second monthly exam through analytical and applied .questions                  |   | 15 |

## 11 Course evaluation

1. Analysis of applied case studies: 4 marks
1. 2. Simulated job interview (role-playing): 3 marks
- 2.
3. 3. Practical application of professional registration: 4 marks
- 4.
5. 4. Active participation in classroom discussions and collaborative learning: 2 marks
6. Short applied presentation/classroom activity: 2 marks

### Learning resources -12

|                                                                                   |                                                                                   |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|                                                                                   | Required textbooks (methodology, if (applicable                                   |
| Social work as a practice in .educational institutions. Dr Abdul Rahman Al-Khatib | (Main references (sources                                                         |
|                                                                                   | Recommended supporting books – and references (scientific journals (.reports, etc |
| nothing                                                                           | Electronic references – Internet resources                                        |

| 2 Course Name: Physical Disability / Grade 1 / Semester                                                                                                                                                                                                                                                                                                                                                       |                                        |                                                       |         |                       |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-------------------------------------------------------|---------|-----------------------|--|
| code The course                                                                                                                                                                                                                                                                                                                                                                                               |                                        |                                                       |         |                       |  |
| the chapter / Year : First semester of the 2023-2024 academic year                                                                                                                                                                                                                                                                                                                                            |                                        |                                                       |         |                       |  |
| 25/2/2024 : date numbers this Description                                                                                                                                                                                                                                                                                                                                                                     |                                        |                                                       |         |                       |  |
| shapes the audience Available : In-person                                                                                                                                                                                                                                                                                                                                                                     |                                        |                                                       |         |                       |  |
| number Hours The number of students in the college<br>(3) Units All ( 3 )                                                                                                                                                                                                                                                                                                                                     |                                        |                                                       |         |                       |  |
| name responsible The course Academic if more from<br>name It is mentioned<br>the name: M. M. Sari Rashid H.<br>Email : <a href="mailto:bsc.sura.al-gwam@uobabylon.edu">bsc.sura.al-gwam@uobabylon.edu</a>                                                                                                                                                                                                     |                                        |                                                       |         |                       |  |
| ٨. اهداف المقرر                                                                                                                                                                                                                                                                                                                                                                                               |                                        |                                                       |         |                       |  |
| <b>Definition of physical disability</b> .1<br><b>Defining the concept of disability</b> .2<br><b>Causes of disability</b> .3<br><b>Percentage of people with physical disabilities</b> .4<br><b>Therapeutic programs for children with physical disabilities</b> .5<br><b>Methods of dealing with students with physical disabilities</b> .6<br><b>Psychological needs of children with special needs</b> .7 |                                        |                                                       |         | اهداف المادة الدراسية |  |
| ٩. استراتيجيات التعليم والتعلم                                                                                                                                                                                                                                                                                                                                                                                |                                        |                                                       |         |                       |  |
| <b>Lecture, discussion, and questioning</b>                                                                                                                                                                                                                                                                                                                                                                   |                                        |                                                       |         | Strategic             |  |
| ١٠. بنية المقرر                                                                                                                                                                                                                                                                                                                                                                                               |                                        |                                                       |         |                       |  |
| طريقة التعلم                                                                                                                                                                                                                                                                                                                                                                                                  | اسم الوحدة او الموضوع                  | مخرجات التعلم المطلوبة                                | الساعات |                       |  |
| Lecture and discussion and interrogation                                                                                                                                                                                                                                                                                                                                                                      | Definition of physical disability      | Understanding the subject and applying it practically | 3       | 1                     |  |
| Lecture and discussion and interrogation                                                                                                                                                                                                                                                                                                                                                                      | Causes of physical disability          | Understanding the subject and applying it practically | 3       | 2                     |  |
| For lecture and discussion and interrogation                                                                                                                                                                                                                                                                                                                                                                  | Characteristics of physical disability | Understanding the subject and applying it practically | 3       | 3                     |  |
| Lecture and discussion and interrogation                                                                                                                                                                                                                                                                                                                                                                      | Percentage of physical disability      | Understanding the subject and applying it practically | 3       | 4                     |  |

|                                              |                                                                              |                                                       |   |    |
|----------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------|---|----|
| Lecture and discussion and interrogation     | Measurement and diagnosis of physical disability                             | Understanding the subject and applying it practically | 3 | 5  |
| For lecture and discussion and interrogation | Educational programs for physical disabilities                               | Understanding the subject and applying it practically | 3 | 6  |
| Lecture and discussion and interrogation     | Therapeutic programs for physical disability                                 | Understanding the subject and applying it practically | 3 | 7  |
| Lecture and discussion and interrogation     | Methods of dealing with the physically disabled                              | Understanding the subject and applying it practically | 3 | 8  |
| For lecture and discussion and interrogation | Characteristics and traits of physically disabled people                     | Understanding the subject and applying it practically | 3 | 9  |
| Lecture and discussion and interrogation     | Special needs of children with special needs                                 | Understanding the subject and applying it practically | 3 | 10 |
| Lecture and discussion and interrogation     | Requirements of people with physical disabilities (psychological and social) | Understanding the subject and applying it practically | 3 | 11 |
| Lecture and discussion and interrogation     | Adapting to disability                                                       | Understanding the subject and applying it practically | 3 | 12 |
| Lecture and discussion and interrogation     | Ethics of a Special Education Teacher                                        | Understanding the subject and applying it practically | 3 | 13 |

Course Assessment: Class tests and daily participation

Learning Resources

|                                                                                                   |                                                                             |
|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| nothing                                                                                           | (Required textbooks (methodology, if applicable))                           |
| Motor disability and cerebral palsy, sensory-motor disability, psychology of exceptional children | (Main references (sources))                                                 |
| -                                                                                                 | Recommended supporting books and references (scientific journals – reports) |
| -                                                                                                 | Electronic references – Internet resources                                  |

**Course name: Physical Disability/First Semester/Second Semester .1**

**Code The decision .2**

**2023-2024 the chapter / Year : The first semester of the academic year .3**

**2/25/2024 : date Preparation this Description .4**

**shapes the audience Available : in person .5**

**number hours Total academic study .6**

| 3 number Units All ( 3 )                                                                                                                                                                                                                                                                                                                                                                                             |                                              |                                                |                                               |         |                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|------------------------------------------------|-----------------------------------------------|---------|-----------------------|
| name responsible The decision .7<br>Academic if more from name<br>Mentioned                                                                                                                                                                                                                                                                                                                                          |                                              |                                                |                                               |         |                       |
| the name: M. M. Siri Rashid Haroun<br>Email: <a href="mailto:bsc.sura.al-gwam@uobabylon.edu.iq">bsc.sura.al-gwam@uobabylon.edu.iq</a>                                                                                                                                                                                                                                                                                |                                              |                                                |                                               |         |                       |
| .٨ اهداف المقرر                                                                                                                                                                                                                                                                                                                                                                                                      |                                              |                                                |                                               |         |                       |
| <b>Definition of physical disability .1</b><br><b>Definition of the concept of disability .2</b><br><b>Causes of disability .3</b><br><b>Prevalence rate of people with mobility disabilities .4</b><br><b>Therapeutic programs for children with physical disabilities .5</b><br><b>Methods of dealing with physically disabled students .6</b><br><b>The psychological needs of children with special needs .7</b> |                                              |                                                |                                               |         | اهداف المادة الدراسية |
| .٩ استراتيجيات التعليم والتعلم                                                                                                                                                                                                                                                                                                                                                                                       |                                              |                                                |                                               |         |                       |
| <b>Lecture, discussion and questioning</b>                                                                                                                                                                                                                                                                                                                                                                           |                                              |                                                |                                               |         | Strategies            |
| .١٠ بنية المقرر                                                                                                                                                                                                                                                                                                                                                                                                      |                                              |                                                |                                               |         |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                      | طريقة التعلم                                 | اسم الوحدة او الموضوع                          | مخرجات التعلم المطلوبة                        | الساعات | the week              |
|                                                                                                                                                                                                                                                                                                                                                                                                                      | lecture And discussion And interrogation     | Definition of physical disability              | Understand the topic and apply it practically | 3       | 1                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                      | Lecture and discussion And interrogation     | Causes of physical disability                  | Understand the topic and apply it practically | 3       | 2                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                      | For lecture and discussion And interrogation | Characteristics of physical disability         | Understand the topic and apply it practically | 3       | 3                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                      | lecture And discussion And interrogation     | Prevalence of physical disability              | Understand the topic and apply it practically | 3       | 4                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                      | Lecture and discussion And interrogation     | Measuring and diagnosing physical disability   | Understand the topic and apply it practically | 3       | 5                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                      | For lecture and discussion And interrogation | Educational programs for physical disabilities | Understand the topic and apply it practically | 3       | 6                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                      | lecture And discussion And interrogation     | Therapeutic programs for physical disability   | Understand the topic and apply it practically | 3       | 7                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                      | Lecture and                                  | Ways to deal with people with                  | Understand the topic                          | 3       | 8                     |

|                                                             |                                                                                               |                                                                              |                                                                                |   |    |
|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---|----|
|                                                             | discussion And interrogation                                                                  | mobility disabilities                                                        | and apply it practically                                                       |   |    |
|                                                             | For lecture and discussion And interrogation                                                  | Characteristics and characteristics of physically disabled people            | Understand the topic and apply it practically                                  | 3 | 9  |
|                                                             | lecture And discussion And interrogation                                                      | Special needs of children with special needs                                 | Understand the topic and apply it practically                                  | 3 | 10 |
|                                                             | Lecture and discussion And interrogation                                                      | Requirements of people with mobility disabilities (psychological and social) | Understand the topic and apply it practically                                  | 3 | 11 |
|                                                             | Lecture and discussion And interrogation                                                      | Adapting to disability                                                       | Understand the topic and apply it practically                                  | 3 | 12 |
|                                                             | lecture And discussion And interrogation                                                      | Special education teacher ethics                                             | Understand the topic and apply it practically                                  | 3 | 13 |
| Course evaluation: filter tests and daily contributions .11 |                                                                                               |                                                                              |                                                                                |   |    |
| learning resources 12                                       |                                                                                               |                                                                              |                                                                                |   |    |
|                                                             | nothing                                                                                       |                                                                              | Required textbooks (methodology .(if any                                       |   |    |
|                                                             | Motor disability and cerebral palsy, sensory motor disability, psychology of unusual children |                                                                              | (Main references (sources                                                      |   |    |
|                                                             | -                                                                                             |                                                                              | Recommended supporting books - and references (scientific journals (...reports |   |    |
|                                                             | -                                                                                             |                                                                              | Electronic references - Internet sources                                       |   |    |

## Course Description Form

|                                                                                                                                                                                                                                                                                                                                             |       |                            |                      |                 |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------|----------------------|-----------------|--|
| 1. Course Name                                                                                                                                                                                                                                                                                                                              |       |                            |                      |                 |  |
| The psychology of the hearing impaired                                                                                                                                                                                                                                                                                                      |       |                            |                      |                 |  |
| 2. Course Code                                                                                                                                                                                                                                                                                                                              |       |                            |                      |                 |  |
|                                                                                                                                                                                                                                                                                                                                             |       |                            |                      |                 |  |
| 3. Semester / Year                                                                                                                                                                                                                                                                                                                          |       |                            |                      |                 |  |
| 2025-2026                                                                                                                                                                                                                                                                                                                                   |       |                            |                      |                 |  |
| 4. Date of preparation of this description                                                                                                                                                                                                                                                                                                  |       |                            |                      |                 |  |
| 24/2/2024                                                                                                                                                                                                                                                                                                                                   |       |                            |                      |                 |  |
| 5. Available attendance formats                                                                                                                                                                                                                                                                                                             |       |                            |                      |                 |  |
| Weekly                                                                                                                                                                                                                                                                                                                                      |       |                            |                      |                 |  |
| 6. Number of credit hours (total) / number of units (total)                                                                                                                                                                                                                                                                                 |       |                            |                      |                 |  |
| Three hours                                                                                                                                                                                                                                                                                                                                 |       |                            |                      |                 |  |
| 7. Course administrator's name (if more than one name*)                                                                                                                                                                                                                                                                                     |       |                            |                      |                 |  |
| <b>Name:</b> Asst. Lecturer Hassan Kadhim Kuraidi<br><b>Email:</b> <a href="mailto:krthvv2904@gmail.com">krthvv2904@gmail.com</a>                                                                                                                                                                                                           |       |                            |                      |                 |  |
| 8. Course Objectives                                                                                                                                                                                                                                                                                                                        |       |                            |                      |                 |  |
| <b>Identifying the hearing impaired</b><br><b>Identify the causes of hearing loss</b><br><b>Recognize the characteristics of the hearing impaired</b><br><b>Recognize the diagnosis of hearing loss</b><br><b>Learn about training programs for the hearing impaired</b><br><b>Learn about strategies for teaching the hearing impaired</b> |       |                            |                      |                 |  |
| 9. Teaching and Learning Strategies                                                                                                                                                                                                                                                                                                         |       |                            |                      |                 |  |
| Brainstorming strategy<br>Cooperative Learning Strategy<br>Discussion Strategy<br>Problem Solving Strategy                                                                                                                                                                                                                                  |       |                            |                      |                 |  |
| 10. Course Structure                                                                                                                                                                                                                                                                                                                        |       |                            |                      |                 |  |
| Course structure for the first semester                                                                                                                                                                                                                                                                                                     |       |                            |                      |                 |  |
| The week                                                                                                                                                                                                                                                                                                                                    | Hours | Required Learning Outcomes | Unit or subject name | Learning method |  |

|    |   |                                                                                  |                                                                         |                         |  |
|----|---|----------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------|--|
| 1  | 3 | Understanding the nature, classification, and causes of intellectual disability. | Intellectual Disability (Definition, Classification, Causes)            | Lecture                 |  |
| 2  | 3 | Identifying psychological factors influencing this group.                        | Behavioral Characteristics of Intellectual Disability                   | Lecture Discussion      |  |
| 3  | 3 | Recognizing slow learners and appropriate educational interventions.             | Slow Learning (Definition, Causes, Manifestations)                      | Lecture                 |  |
| 4  | 3 | Differentiating between verbal and non-verbal communication disorders.           | Communication Disorders (Definition, Causes, Manifestations)            | Lecture Discussion      |  |
| 5  | 3 | Understanding educational terminology related to communication disorders.        | Behavioral Characteristics of Communication Disorders                   | Lecture Discussion      |  |
| 6  | 3 | Identifying affected individuals and appropriate intervention strategies.        | Behavioral and Emotional Disorders (Definition, Causes, Manifestations) | Lecture Discussion      |  |
| 7  | 3 | Assessing students' academic achievement.                                        | First Monthly Exam                                                      | —                       |  |
| 8  | 3 | Analyzing psychological factors and diagnostic methods.                          | Behavioral Characteristics of Emotional and Behavioral Disorders        | Lecture Discussion      |  |
| 9  | 3 | Understanding the causes and core characteristics of ASD.                        | Autism Spectrum Disorder (Definition, Causes, Manifestations)           | Lecture Discussion      |  |
| 10 | 3 | Understanding psychological characteristics and educational approaches.          | Attention Deficit Hyperactivity Disorder (ADHD)                         | Lecture & C Examination |  |

|    |   |                                                                           |                                               |                    |  |
|----|---|---------------------------------------------------------------------------|-----------------------------------------------|--------------------|--|
| 11 | 3 | Identifying types and appropriate teaching and rehabilitation strategies. | Behavioral Characteristics of ADHD            | Lecture Discussion |  |
| 12 | 3 | Recognizing rehabilitation and intervention methods.                      | Rehabilitation of Children with Special Needs | Lecture Discussion |  |
| 13 | 3 | Evaluating student achievement after midterm.                             | Second Monthly Exam                           | —                  |  |
| 14 | 3 | Understanding inclusion and community integration strategies.             | Rights of Children with Special Needs         | Lecture Discussion |  |
| 15 | 3 | <b>Monthly exam</b>                                                       |                                               |                    |  |

#### 11. Course Evaluation

30 monthly exams  
10 weekly exams  
60 Final Exams  
Total 100

#### 12. Learning and Teaching Resources

|                                                                      |                                                                                                                            |
|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Required textbooks (methodology, if any)                             | No                                                                                                                         |
| Main references (sources)                                            | Hearing disability (Fouad Eid Al-Jawaldeh)<br>Hearing disability between rehabilitation and technology (Tamer Al-Maghawry) |
| Recommended books and references (scientific journals, reports ....) | None                                                                                                                       |
| Electronic References, Websites                                      | No                                                                                                                         |

|                                                                                                                                                                                                                                                                                                                                                                                                    |                                      |                                      |                                                  |  |          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------------------|--|----------|
| 1. Course Name: English Language                                                                                                                                                                                                                                                                                                                                                                   |                                      |                                      |                                                  |  |          |
| 2. Course code                                                                                                                                                                                                                                                                                                                                                                                     |                                      |                                      |                                                  |  |          |
| 3. Year : First semester of the academic year 2026-2027                                                                                                                                                                                                                                                                                                                                            |                                      |                                      |                                                  |  |          |
| 4. Date this description was prepared : 20/2/2026                                                                                                                                                                                                                                                                                                                                                  |                                      |                                      |                                                  |  |          |
| 5. Available attendance formats: In-person                                                                                                                                                                                                                                                                                                                                                         |                                      |                                      |                                                  |  |          |
| 6. Total number of study hours ( 2 ) Total number of units ( 2 )                                                                                                                                                                                                                                                                                                                                   |                                      |                                      |                                                  |  |          |
| 7. The name of the course coordinator; if there is more than one, please state it.                                                                                                                                                                                                                                                                                                                 |                                      |                                      |                                                  |  |          |
| the name: M.M. Hawraa Hashem Hameed                                                                                                                                                                                                                                                                                                                                                                |                                      |                                      |                                                  |  |          |
| Email :                                                                                                                                                                                                                                                                                                                                                                                            |                                      |                                      |                                                  |  |          |
| <p>The aim of teaching English is to introduce the English language material, including the tenses used in reading and writing, and to focus on the mechanism of listening comprehension. It also aims to introduce the student to the parts of speech in English, as well as singular and plural forms, and to explain the most important phonetic concepts for pronouncing words in English.</p> |                                      |                                      |                                                  |  |          |
| <p><b>Lecture, discussion, questioning, understanding synonyms and meanings, and developing the use of English tenses in reading and writing.</b></p>                                                                                                                                                                                                                                              |                                      |                                      |                                                  |  |          |
|                                                                                                                                                                                                                                                                                                                                                                                                    | Lecture                              | The concept of English linguistics   | Understanding the concept of Ali Parts of speech |  | <b>1</b> |
|                                                                                                                                                                                                                                                                                                                                                                                                    | Lecture, discussion, and questioning | An explanation of English vocabulary | Getting to know Noun                             |  | <b>2</b> |

|  |                                                       |                                                                    |                                                                    |  |           |
|--|-------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|--|-----------|
|  |                                                       |                                                                    |                                                                    |  | <b>3</b>  |
|  | Lecture, discussion, and learning units               | Its application in the English language                            | <b>Noun and Noun phrase</b>                                        |  | <b>4</b>  |
|  |                                                       |                                                                    | <b>Pronouns</b><br><b>Definition of Pronouns</b>                   |  | <b>5</b>  |
|  | Lecture, discussion, and brainstorming                | Applications and examples of English linguistics                   | <b>Kinds of pronouns</b>                                           |  | <b>6</b>  |
|  | Choices                                               | exam                                                               | First month grant                                                  |  | <b>7</b>  |
|  | Lecture and the method of educational units           | The concept of social interaction                                  | <b>pronouns: Gender</b>                                            |  | <b>8</b>  |
|  | interrogation                                         | The concept , its types , and its applications in linguistic texts | <b>Pronouns: Number</b>                                            |  | <b>9</b>  |
|  |                                                       |                                                                    |                                                                    |  | <b>10</b> |
|  | Lecture, questioning, and group participation methods | concept Verbs in English                                           | <b>Pronouns: Person</b>                                            |  | <b>11</b> |
|  | Performing individual exercises                       | Explanation and clarification                                      | <b>Adjectives and Determiners</b>                                  |  | <b>12</b> |
|  |                                                       |                                                                    | <b>Definition of Adjectives</b><br><b>Kinds of Adjectives</b>      |  | <b>13</b> |
|  |                                                       |                                                                    | <b>Degrees of Comparison</b><br><b>Comparative and superlative</b> |  | <b>14</b> |
|  |                                                       |                                                                    | <b>Kinds of Articles</b><br><b>Articles and Number</b>             |  | <b>15</b> |

|                                                                                                                                                                                                   |  |  |               |  |                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|---------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                   |  |  | <b>System</b> |  |                                                                                                                                                           |
| <b>11. Course Assessment: Feedback / Surprise Quiz / Follow-up Assessment / Summative Assessment.</b><br><b>Objective questions.</b><br><b>Multiple choice questions</b><br><b>Oral questions</b> |  |  |               |  |                                                                                                                                                           |
| <b>12 Learning Resources</b>                                                                                                                                                                      |  |  |               |  |                                                                                                                                                           |
|                                                                                                                                                                                                   |  |  |               |  | <b>Required textbooks<br/>(methodology, if applicable)</b>                                                                                                |
| College Library<br>University Library<br>Key books and resources for the English language department                                                                                              |  |  |               |  | <b>Main references<br/>(sources)</b>                                                                                                                      |
|                                                                                                                                                                                                   |  |  |               |  | <b>Recommended<br/>         supporting books<br/>         and references<br/>         (scientific<br/>         journals – reports,<br/>         etc.)</b> |

|                                                                                                                                                                                                                                                                                                                                      |                                       |                                                             |                               |                              |             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------------------------------------|-------------------------------|------------------------------|-------------|
| <b>Course Name: Curricula and Textbooks / Practical .1</b>                                                                                                                                                                                                                                                                           |                                       |                                                             |                               |                              |             |
| <b>code The course .2</b>                                                                                                                                                                                                                                                                                                            |                                       |                                                             |                               |                              |             |
| <b>the chapter / Year : First semester of the 2025-2026 academic year .3</b>                                                                                                                                                                                                                                                         |                                       |                                                             |                               |                              |             |
| <b>28/10/2025 : date numbers this Description .4</b>                                                                                                                                                                                                                                                                                 |                                       |                                                             |                               |                              |             |
| <b>shapes the audience Available : In-person .5</b>                                                                                                                                                                                                                                                                                  |                                       |                                                             |                               |                              |             |
| <b>number Hours The study of the .6<br/>college (1) number Units Everyone<br/>(1)</b>                                                                                                                                                                                                                                                |                                       |                                                             |                               |                              |             |
| <b>name responsible The course .7<br/>Academic if more from name It is<br/>mentioned</b>                                                                                                                                                                                                                                             |                                       |                                                             |                               |                              |             |
| <b>Name: Asst.Lec. Ward Falih Khudair Al-Maamouri<br/>Email : <a href="mailto:Bas436.wrwd.falah@uobabylon.edu.iq">Bas436.wrwd.falah@uobabylon.edu.iq</a><br/>Name: Asst. Lec .Maryam Abd AL-Hussein Jassim Mohammed<br/>Email : <a href="mailto:bsc.maryam.al-akashi@uobabylon.edu.iq">bsc.maryam.al-akashi@uobabylon.edu.iq</a></b> |                                       |                                                             |                               |                              |             |
| <b>.8 اهداف المقرر</b>                                                                                                                                                                                                                                                                                                               |                                       |                                                             |                               |                              |             |
| <b>.1 The concept of curricula is known<br/>.2 .It compares the modern and old approaches<br/>.3 .He understands the elements of the curriculum<br/>.4 The concept of the textbook and its importance are<br/>.understood</b>                                                                                                        |                                       |                                                             |                               | <b>اهداف المادة الدراسية</b> |             |
| <b>.9 استراتيجيات التعليم والتعلم</b>                                                                                                                                                                                                                                                                                                |                                       |                                                             |                               |                              |             |
| <b>Lecture, discussion, questioning, and brainstorming method</b>                                                                                                                                                                                                                                                                    |                                       |                                                             |                               | <b>Strategies</b>            |             |
| <b>.10 بنية المقرر</b>                                                                                                                                                                                                                                                                                                               |                                       |                                                             |                               |                              |             |
|                                                                                                                                                                                                                                                                                                                                      | <b>طريقة التعلم</b>                   | <b>اسم الوحدة او الموضوع</b>                                | <b>مخرجات التعلم المطلوبة</b> | <b>الساعات</b>               | <b>Week</b> |
|                                                                                                                                                                                                                                                                                                                                      | <b>Lecture and questioning method</b> | <b>Introduction to the approved textbook<br/>Textbook •</b> |                               | <b>hour 1</b>                | <b>1</b>    |

|  |                                                  |                                                                                                                                                                                                                        |  |          |
|--|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------|
|  |                                                  | <p><b>components</b></p> <p><b>His role in • implementing the curriculum</b></p>                                                                                                                                       |  |          |
|  | <b>Cooperative learning</b>                      | <p><b>Analysis of textbook objectives</b></p> <p><b>General and • specific objectives</b></p> <p><b>Their alignment with curriculum objectives</b></p>                                                                 |  | <b>2</b> |
|  | <b>Presentation, questioning, and discussion</b> | <p><b>Textbook content analysis</b></p> <p><b>Concepts and • knowledge included</b></p> <p><b>Logical sequence • of content</b></p> <p><b>The extent to which • learner characteristics are taken into account</b></p> |  | <b>3</b> |
|  | <b>Lecture</b>                                   | <p><b>Calendar of activities and training</b></p> <p><b>Variety of activities •</b></p> <p><b>Its suitability to • individual differences</b></p> <p><b>Its suitability for • special education</b></p>                |  | <b>4</b> |

|  |                                     |                                                                                                                                                                                  |                     |          |
|--|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----------|
|  |                                     | <p><b>students</b></p> <p><b>Analysis of the .5 assessment methods in the book</b></p> <p><b>Tests and • questions</b></p> <p><b>Its • comprehensiveness and objectivity</b></p> |                     |          |
|  |                                     | <p><b>Evaluating the book's language and style</b></p> <p><b>Clarity and • simplicity</b></p> <p><b>It is free from • complexity and ambiguity</b></p>                           |                     | <b>5</b> |
|  |                                     |                                                                                                                                                                                  | <b>monthly exam</b> | <b>6</b> |
|  | <b>Presentation and discussion</b>  | <p><b>Evaluation of the book's artistic production</b></p> <p><b>Images and • illustrations</b></p> <p><b>Tables, colors, and • fonts</b></p>                                    |                     | <b>7</b> |
|  | <b>Presentation and questioning</b> | <p><b>Building a study unit from the textbook</b></p> <p><b>Formulating • behavioral objectives</b></p> <p><b>Organizing the •</b></p>                                           |                     | <b>8</b> |

|  |                                                   |                                                                                                                                                                                                                                   |  |                  |
|--|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------|
|  |                                                   | <p><b>unit's content</b></p> <p><b>Identifying • activities and assessment methods</b></p>                                                                                                                                        |  |                  |
|  |                                                   | <p><b>Preparing a lesson plan for special education students</b></p> <p><b>Choosing • appropriate teaching methods</b></p> <p><b>Taking individual • differences into account</b></p> <p><b>Employing • educational tools</b></p> |  | <b>9</b>         |
|  | <b>Presentatio<br/>n and<br/>questionin<br/>g</b> | <p><b>Preparing a comprehensive practical report</b></p> <p><b>Scientific analysis • of the textbook</b></p> <p><b>Submitting • development proposals</b></p>                                                                     |  | <b>10<br/>11</b> |
|  | <b>Presentatio<br/>n and<br/>questionin<br/>g</b> | <p><b>Practical assessment methods</b></p> <p><b>Analysis and • evaluation reports</b></p> <p><b>Practical • assignments</b></p>                                                                                                  |  | <b>12</b>        |

|                              |                                                                     |                                                                                                                                                                                                                                                                                                                       |                                                                                                              |                                                                                             |           |
|------------------------------|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------|
|                              |                                                                     | <b>Classroom offers •</b><br><b>End-of-semester •</b><br><b>practical exam</b>                                                                                                                                                                                                                                        |                                                                                                              |                                                                                             |           |
|                              | <b>Presentatio</b><br><b>n and</b><br><b>questionin</b><br><b>g</b> | <b>Learning outcomes</b><br><b>Ability to analyze •</b><br><b>and evaluate school</b><br><b>curricula</b><br><b>Preparing •</b><br><b>appropriate study</b><br><b>plans for special</b><br><b>education students</b><br><b>Developing •</b><br><b>educational</b><br><b>research and</b><br><b>application skills</b> |                                                                                                              |                                                                                             | <b>13</b> |
|                              |                                                                     |                                                                                                                                                                                                                                                                                                                       | <b>Second month</b><br><b>exam</b>                                                                           |                                                                                             | <b>14</b> |
| <b>Course Evaluation .11</b> |                                                                     |                                                                                                                                                                                                                                                                                                                       |                                                                                                              |                                                                                             |           |
| <b>Learning Resources 12</b> |                                                                     |                                                                                                                                                                                                                                                                                                                       |                                                                                                              |                                                                                             |           |
|                              | ----                                                                |                                                                                                                                                                                                                                                                                                                       | <b>Required</b>                                                                                              | <b>textbooks</b><br><b>(methodology, if applicable)</b><br><b>(Main references (sources</b> |           |
|                              | \                                                                   |                                                                                                                                                                                                                                                                                                                       | <b>Recommended supporting books</b><br><b>and references (scientific</b><br><b>(.journals – reports, etc</b> |                                                                                             |           |
|                              |                                                                     |                                                                                                                                                                                                                                                                                                                       | <b>Electronic references</b>                                                                                 | <b>Internet</b><br><b>sources</b>                                                           |           |

| <b>Course Name: Learning Difficulties, Grade 2 / First Semester .1</b>                              |                                                                    |                                               |                |                 |                   |
|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------|----------------|-----------------|-------------------|
| <b>Code The decision .2</b>                                                                         |                                                                    |                                               |                |                 |                   |
| <b>2025-2026 Semester/Year: First Semester of the Academic Year .3 .3</b>                           |                                                                    |                                               |                |                 |                   |
| <b>2/25/2024 : date Preparation this Description .4</b>                                             |                                                                    |                                               |                |                 |                   |
| <b>shapes the audience Available : in person .5</b>                                                 |                                                                    |                                               |                |                 |                   |
| <b>number hours The total number of .6<br/>(3) studies is (3). Units All</b>                        |                                                                    |                                               |                |                 |                   |
| <b>name responsible The decision Academic .7<br/>if more from name Mentioned</b>                    |                                                                    |                                               |                |                 |                   |
| <b>Name: Prof. Dr. Nagham Abdul Reda Abdul Hussein Al-Mansouri .<br/>Email: nagham abdalhussein</b> |                                                                    |                                               |                |                 |                   |
| <b>.8 اهداف المقرر</b>                                                                              |                                                                    |                                               |                |                 |                   |
| <b>Definition of the concept of learning difficulties .1 1</b>                                      |                                                                    |                                               |                |                 |                   |
| <b>Prevalence of learning difficulties .2</b>                                                       |                                                                    |                                               |                |                 |                   |
| <b>What are the causes of learning difficulties .3</b>                                              |                                                                    |                                               |                |                 |                   |
| <b>The difference between learning difficulties and other disabilities .4</b>                       |                                                                    |                                               |                |                 |                   |
| <b>Identifying the characteristics of children with learning difficulties .5</b>                    |                                                                    |                                               |                |                 |                   |
| <b>How to diagnose learning difficulties .6</b>                                                     |                                                                    |                                               |                |                 |                   |
| <b>.9 استراتيجيات التعليم والتعلم</b>                                                               |                                                                    |                                               |                |                 |                   |
| <b>Lecture, discussion and questioning</b>                                                          |                                                                    |                                               |                |                 | <b>Strategies</b> |
| <b>.10 بنية المقرر</b>                                                                              |                                                                    |                                               |                |                 |                   |
| <b>طريقة التعلم</b>                                                                                 | <b>اسم الوحدة او الموضوع</b>                                       | <b>مخرجات التعلم المطلوبة</b>                 | <b>الساعات</b> | <b>the week</b> |                   |
| lecture And discussion And interrogation                                                            | <b>The Nature of Learning Disabilities</b>                         | Understand the topic and apply it practically | 3              | 1               |                   |
| Lecture and discussion And interrogation                                                            | <b>Diagnostic Criteria for Students with Learning Disabilities</b> | Understand the topic and apply it practically | 3              | 2               |                   |
| For lecture and discussion And interrogation                                                        | <b>Academic learning difficulties</b>                              | Understand the topic and apply it practically | 3              | 3               |                   |
| lecture And discussion And interrogation                                                            | <b>Developmental learning difficulties</b>                         | Understand the topic and apply it practically | 3              | 4               |                   |

|                                                                                                    |                                                                                                              |                                                                       |   |    |
|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|---|----|
| Lecture and discussion And interrogation                                                           | <b>Manifestations of Learning Difficulties: Behavioral Aspects</b>                                           | Understand the topic and apply it practically                         | 3 | 5  |
| For lecture and discussion And interrogation                                                       | <b>Causes of learning difficulties</b>                                                                       | Understanding the topic and applying it practically and in the future | 3 | 6  |
| lecture And discussion And interrogation                                                           | <b>The Role of School in Shaping Learning Disabilities</b>                                                   | Understand the topic and apply it practically                         | 3 | 7  |
| Lecture and discussion And interrogation                                                           | <b>Theories Explaining Learning Disabilities</b>                                                             | Understand the topic and apply it practically                         | 3 | 8  |
| For lecture and discussion And interrogation                                                       | <b>Characteristics of students with learning difficulties</b>                                                | Understand the topic and apply it practically                         | 3 | 9  |
| lecture And discussion And interrogation                                                           | <b>Educational Methods in Treating Learning Disabilities</b>                                                 | Understand the topic and apply it practically                         | 3 | 10 |
| Lecture and discussion And interrogation                                                           | <b>Intellectually gifted individuals with learning disabilities and their characteristics</b>                | Understand the topic and apply it practically                         | 3 | 11 |
| Lecture and discussion And interrogation                                                           | <b>Classification of Gifted Students with Learning Disabilities and the Determinants of Identifying Them</b> | Understand the topic and apply it practically                         | 3 | 12 |
| lecture And discussion And interrogation                                                           | <b>Guidelines for Individuals with Learning Difficulties</b>                                                 | Understand the topic and apply it practically                         | 3 | 13 |
| lecture And discussion And interrogation                                                           | <b>Foundations for dealing with attention difficulties and hyperactivity</b>                                 | Understand the topic and apply it practically                         | 3 | 14 |
| Course evaluation: final and extra-curricular tests .11                                            |                                                                                                              |                                                                       |   |    |
| learning resources 12                                                                              |                                                                                                              |                                                                       |   |    |
| .(Required textbooks (methodology, if any                                                          |                                                                                                              |                                                                       |   |    |
| (Main references (sources                                                                          |                                                                                                              |                                                                       |   |    |
| <b>Al-Mufarji, Hussein Rabee, Nagham Abdul Reda Abdul-Hussein Al-Mansouri: 2023, First Edition</b> |                                                                                                              |                                                                       |   |    |
|                                                                                                    | Recommended supporting books and references (...scientific journals - reports)                               |                                                                       |   |    |
|                                                                                                    | Electronic references - Internet sources                                                                     |                                                                       |   |    |

## Course Description Form

|                                                                                                                                                                                                                                                                                                                                             |       |                            |                      |                 |                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------|----------------------|-----------------|-------------------|
| 1. Course Name                                                                                                                                                                                                                                                                                                                              |       |                            |                      |                 |                   |
| The psychology of the hearing impaired                                                                                                                                                                                                                                                                                                      |       |                            |                      |                 |                   |
| 2. Course Code                                                                                                                                                                                                                                                                                                                              |       |                            |                      |                 |                   |
|                                                                                                                                                                                                                                                                                                                                             |       |                            |                      |                 |                   |
| 3. Semester / Year                                                                                                                                                                                                                                                                                                                          |       |                            |                      |                 |                   |
| 2025-2026                                                                                                                                                                                                                                                                                                                                   |       |                            |                      |                 |                   |
| 4. Date of preparation of this description                                                                                                                                                                                                                                                                                                  |       |                            |                      |                 |                   |
| 24/2/2024                                                                                                                                                                                                                                                                                                                                   |       |                            |                      |                 |                   |
| 5. Available attendance formats                                                                                                                                                                                                                                                                                                             |       |                            |                      |                 |                   |
| Weekly                                                                                                                                                                                                                                                                                                                                      |       |                            |                      |                 |                   |
| 6. Number of credit hours (total) / number of units (total)                                                                                                                                                                                                                                                                                 |       |                            |                      |                 |                   |
| Three hours                                                                                                                                                                                                                                                                                                                                 |       |                            |                      |                 |                   |
| 7. Course administrator's name (if more than one name*)                                                                                                                                                                                                                                                                                     |       |                            |                      |                 |                   |
| <b>Name:</b> Asst. Lecturer Hassan Kadhim Kuraidi<br><b>Email:</b> <a href="mailto:krthvv2904@gmail.com">krthvv2904@gmail.com</a>                                                                                                                                                                                                           |       |                            |                      |                 |                   |
| 8. Course Objectives                                                                                                                                                                                                                                                                                                                        |       |                            |                      |                 |                   |
| <b>Identifying the hearing impaired</b><br><b>Identify the causes of hearing loss</b><br><b>Recognize the characteristics of the hearing impaired</b><br><b>Recognize the diagnosis of hearing loss</b><br><b>Learn about training programs for the hearing impaired</b><br><b>Learn about strategies for teaching the hearing impaired</b> |       |                            |                      |                 |                   |
| 9. Teaching and Learning Strategies                                                                                                                                                                                                                                                                                                         |       |                            |                      |                 |                   |
| Brainstorming strategy<br>Cooperative Learning Strategy<br>Discussion Strategy<br>Problem Solving Strategy                                                                                                                                                                                                                                  |       |                            |                      |                 |                   |
| 10. Course Structure                                                                                                                                                                                                                                                                                                                        |       |                            |                      |                 |                   |
| Course structure for the first semester                                                                                                                                                                                                                                                                                                     |       |                            |                      |                 |                   |
| The week                                                                                                                                                                                                                                                                                                                                    | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |

|    |   |                                                                                                                |                                                        |                      |                                |
|----|---|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|----------------------|--------------------------------|
| 1  | 3 | The student explains the concept of hearing and its developmental stages.                                      | Introduction: The Sense of Hearing and Its Development | Brainstorming        | <b>Weekly exam</b>             |
| 2  | 3 | The student identifies the components of the auditory system and explains their physiological functions.       | Structure and Physiology of the Auditory System        | Cooperative Learning | <b>Weekly exam</b>             |
| 3  | 3 | The student differentiates between deafness and hard of hearing and defines hearing impairment scientifically. | Concept of Hearing Impairment                          | Discussion           | <b>Weekly exam</b>             |
| 4  | 3 | The student lists the causes of hearing impairment and proposes prevention methods.                            | Causes and Prevention of Hearing Impairment            | Discussion           | <b>Discussion</b>              |
| 5  | 3 | The student classifies hearing impairment according to medical and educational criteria.                       | Classifications of Hearing Impairment                  | Cooperative Learning | <b>Weekly exam</b>             |
| 6  | 3 | The student analyzes the psychological, linguistic, and cognitive effects of hearing loss.                     | Consequences of Hearing Loss                           | Cooperative Learning | <b>Discussion</b>              |
| 7  | 3 | The student explains the developmental and behavioral characteristics of children with hearing impairment.     | Characteristics of Children with Hearing Impairment    | Brainstorming        | <b>Questions and Answers</b>   |
| 8  | 3 | The student evaluates his/her academic achievement through a midterm assessment.                               | Midterm Examination                                    | Cooperative Learning | <b>Problem solving</b>         |
| 9  | 3 | The student compares educational programs used for students with hearing loss.                                 | Educational Programs for Students with Hearing Loss    | Cooperative Learning | <b>Discussion</b>              |
| 10 | 3 | The student discusses family and social issues related to hearing impairment.                                  | Disability and Family Issues                           | Cooperative Learning | <b>Discussion</b>              |
| 11 | 3 | The student explains the theoretical and practical foundations of early language intervention programs.        | Early Language Intervention Foundations                | Cooperative Learning | <b>Discussion</b>              |
| 12 | 3 | The student interprets and applies the steps of preparing an Individualized Education Plan (IEP).              | Individualized Education (IEP)                         | Discussion           | <b>Questions and Answers</b>   |
| 13 | 3 | The student explains rehabilitation methods and modern hearing assistive devices.                              | Rehabilitation and Hearing Devices                     | Discussion           | <b>Questions and Answers</b>   |
| 14 | 3 | The student differentiates among various communication methods.                                                | Communication Methods                                  | Discussion           | <b>Questions &amp; Answers</b> |

|                                                                      |                                                                                                                            |                     |
|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------|
| 15                                                                   | 3                                                                                                                          | <b>Monthly exam</b> |
| 11. Course Evaluation                                                |                                                                                                                            |                     |
| 30 monthly exams<br>10 weekly exams<br>60 Final Exams<br>Total 100   |                                                                                                                            |                     |
| 12. Learning and Teaching Resources                                  |                                                                                                                            |                     |
| Required textbooks (methodology, if any)                             | No                                                                                                                         |                     |
| Main references (sources)                                            | Hearing disability (Fouad Eid Al-Jawaldeh)<br>Hearing disability between rehabilitation and technology (Tamer Al-Maghawry) |                     |
| Recommended books and references (scientific journals, reports ....) | None                                                                                                                       |                     |
| Electronic References, Websites                                      | No                                                                                                                         |                     |



| Course Name: Curricula and Textbooks <b>.1</b>                                                                                                                                                                                                                                                                                                                |         |                                                  |                                                    |               |                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------------------------------------|----------------------------------------------------|---------------|-----------------------|
| code The course <b>.2</b>                                                                                                                                                                                                                                                                                                                                     |         |                                                  |                                                    |               |                       |
| the chapter / Year : Second semester of the 2025-2026 academic year <b>.3</b>                                                                                                                                                                                                                                                                                 |         |                                                  |                                                    |               |                       |
| 1/10/2025 : date numbers this Description <b>.4</b>                                                                                                                                                                                                                                                                                                           |         |                                                  |                                                    |               |                       |
| shapes the audience Available : In-person / Theoretical <b>.5</b>                                                                                                                                                                                                                                                                                             |         |                                                  |                                                    |               |                       |
| number Hours The study of the college <b>.6</b><br>(2) number Units All (4)                                                                                                                                                                                                                                                                                   |         |                                                  |                                                    |               |                       |
| name responsible The course Academic <b>.7</b><br>if more from name It is mentioned                                                                                                                                                                                                                                                                           |         |                                                  |                                                    |               |                       |
| Name: Prof. Dr. Haider Hatem Al-Ajrash<br>Email : basic.haider.hatem@uobabylon.edu.iq                                                                                                                                                                                                                                                                         |         |                                                  |                                                    |               |                       |
| ٨. اهداف المقرر                                                                                                                                                                                                                                                                                                                                               |         |                                                  |                                                    |               |                       |
| <b>.1 To know the curriculum</b><br><b>.2 To explain the types of curriculum</b><br><b>.3 To explain the characteristics of the modern approach</b><br><b>.4 To distinguish between the old approach and the modern approach</b><br><b>.5 To explain the justifications for developing the curriculum</b><br><b>.6 To compare the textbook and the e-book</b> |         |                                                  |                                                    |               | اهداف المادة الدراسية |
| ٩. استراتيجيات التعليم والتعلم                                                                                                                                                                                                                                                                                                                                |         |                                                  |                                                    |               |                       |
| Lecture, discussion, and questioning                                                                                                                                                                                                                                                                                                                          |         |                                                  |                                                    |               | Strategies            |
| ١. بنية المقرر                                                                                                                                                                                                                                                                                                                                                |         |                                                  |                                                    |               |                       |
| Week                                                                                                                                                                                                                                                                                                                                                          | الساعات | مخرجات التعلم المطلوبة                           | اسم الوحدة او الموضوع                              | طريقة التعلم  |                       |
| 1                                                                                                                                                                                                                                                                                                                                                             | 2       | To know the curriculum                           | Introduction to curriculum teaching                | Lecture       |                       |
| 2                                                                                                                                                                                                                                                                                                                                                             | 2       | To demonstrate the importance of the curriculum  | The importance of curriculum education             | Lecture       |                       |
| 3                                                                                                                                                                                                                                                                                                                                                             | 2       | To explain the nature of the curriculum          | Nature of the curriculum                           | Lecture       |                       |
| 4                                                                                                                                                                                                                                                                                                                                                             | 2       | To explain the characteristics of the curriculum | Curriculum characteristics                         | discussion    |                       |
| 5                                                                                                                                                                                                                                                                                                                                                             | 2       | To compare the modern and old approaches         | A comparison between the modern and old curriculum | Interrogation |                       |
|                                                                                                                                                                                                                                                                                                                                                               |         | First month test                                 |                                                    |               |                       |
| 6                                                                                                                                                                                                                                                                                                                                                             | 2       | To explain the foundations of the curriculum     | Foundations of the curriculum                      | Lecture       |                       |
| 7                                                                                                                                                                                                                                                                                                                                                             | 2       | To list the elements of the curriculum           | Curriculum elements                                | Interrogation |                       |

|                                                                                     |                              |                                     |                                                                                      |   |    |
|-------------------------------------------------------------------------------------|------------------------------|-------------------------------------|--------------------------------------------------------------------------------------|---|----|
|                                                                                     | Interrogation                | Types of curriculum                 | To explain the types of curriculum                                                   | 2 | 8  |
|                                                                                     | discussion                   | Obstacles to curriculum development | To list the obstacles to curriculum development                                      | 2 | 9  |
|                                                                                     | discussion                   | textbook                            | To design a textbook                                                                 | 2 | 10 |
|                                                                                     | discussion                   | Curriculum development              | To explain the development of curricula                                              | 2 | 11 |
|                                                                                     | Interrogation and discussion | We evaluate curriculum activities   | To conduct activities related to the curriculum                                      | 2 | 12 |
|                                                                                     | Interrogation and discussion | Curriculum Evaluation               | How to evaluate the school curriculum                                                | 2 | 13 |
| <b>Course Evaluation .11</b>                                                        |                              |                                     |                                                                                      |   |    |
| Essay questions                                                                     |                              |                                     |                                                                                      |   |    |
| Oral questions                                                                      |                              |                                     |                                                                                      |   |    |
| .Objective questions                                                                |                              |                                     |                                                                                      |   |    |
| <b>Learning Resources 12</b>                                                        |                              |                                     |                                                                                      |   |    |
| <b>(Required textbooks (methodology, if applicable</b>                              |                              |                                     |                                                                                      |   |    |
| College Library<br>University Library<br>Key books and resources for the department |                              |                                     | (Main references (sources                                                            |   |    |
|                                                                                     |                              |                                     | Recommended supporting books and<br>(.references (scientific journals – reports, etc |   |    |

2023-2024 المقرر الصف

|                                                                                                                                                                                                                                             |         |                        |                                                                  |                         |                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------------------|------------------------------------------------------------------|-------------------------|-----------------------|
| 1. اسم المقرر: جرائم حزب البعث                                                                                                                                                                                                              |         |                        |                                                                  |                         |                       |
| 2. رمز المقرر                                                                                                                                                                                                                               |         |                        |                                                                  |                         |                       |
| 3. الفصل / السنة : الفصل الدراسي الاول من العام الدراسي 2025-2026                                                                                                                                                                           |         |                        |                                                                  |                         |                       |
| 4. تاريخ إعداد هذا الوصف : 17/1/2025                                                                                                                                                                                                        |         |                        |                                                                  |                         |                       |
| 5. أشكال الحضور المتاحة: حضوري                                                                                                                                                                                                              |         |                        |                                                                  |                         |                       |
| 6. عدد الساعات الدراسية الكلي (15) عدد الوحدات الكلي (2)                                                                                                                                                                                    |         |                        |                                                                  |                         |                       |
| 7. اسم مسؤول المقرر الدراسي اذا اكثر من اسم يذكر الاسم: د. اغراس سليم حياوي / مدرس الإيميل : <a href="mailto:blaw7559@gmail.com">blaw7559@gmail.com</a>                                                                                     |         |                        |                                                                  |                         |                       |
| 8. اهداف المقرر                                                                                                                                                                                                                             |         |                        |                                                                  |                         |                       |
| 1. تعريف الطلبة على الجرائم التي اقترفها نظام البعث في العراق.<br>2. بيان مفهوم الجريمة واقسامها وانواعها.<br>3. تعريف الطلبة على الانتهاكات التي طالت حقوق الانسان بكافة أنواعها.<br>4. يميز الطالب بين الجريمة الدولية والجريمة الوطنية . |         |                        |                                                                  |                         | اهداف المادة الدراسية |
| 9. استراتيجيات التعليم والتعلم                                                                                                                                                                                                              |         |                        |                                                                  |                         |                       |
| المحاضرة والمناقشة .                                                                                                                                                                                                                        |         |                        |                                                                  |                         | الاستراتيجيات         |
| 1. بنية المقرر                                                                                                                                                                                                                              |         |                        |                                                                  |                         |                       |
| الاسبوع                                                                                                                                                                                                                                     | الساعات | مخرجات التعلم المطلوبة | اسم الوحدة او الموضوع                                            | طريقة التعلم            |                       |
| 1                                                                                                                                                                                                                                           | 2       | فهم الموضوع            | جرائم نظام البعث وفق قانون المحكمة الجنائية العراقية العليا 2005 | نظري                    |                       |
| 2                                                                                                                                                                                                                                           | 2       | فهم الموضوع            | أنواع الجرائم الدولية                                            | نظري ومناقشات<br>جماعية |                       |
| 3                                                                                                                                                                                                                                           | 2       | فهم الموضوع            | ابرز القضايا والجرائم التي نظرت فيها المحكمة الجنائية            | نظري                    |                       |

|  |                            |                                             |             |   |    |
|--|----------------------------|---------------------------------------------|-------------|---|----|
|  | نظري<br>ومناقشات<br>جماعية | الجرائم النفسية والاجتماعية                 | فهم الموضوع | 2 | 4  |
|  | نظري                       | اليات الجرائم النفسية واثارها               | فهم الموضوع | 2 | 5  |
|  | نظري<br>ومناقشات<br>جماعية | الجرائم الاجتماعية واثارها                  | فهم الموضوع | 2 | 6  |
|  | نظري                       | اختبار الشهر الأول                          | فهم الموضوع | 2 | 7  |
|  | نظري                       | اهم الانتهاكات التي طالت القوانين العراقية  | فهم الموضوع | 2 | ٤  |
|  | نظري<br>ومناقشات<br>جماعية | مناقشة اهم الوثائق الصادرة من الأمم المتحدة | فهم الموضوع | 2 | ٥  |
|  | نظري                       | الجرائم البيئية                             | فهم الموضوع | 2 | 10 |
|  | نظري<br>ومناقشات<br>جماعية | اثار الجرائم البيئية                        | فهم الموضوع | 2 | 11 |
|  | نظري                       | جرائم المقابر الجماعية                      | فهم الموضوع | 2 | 12 |
|  | نظري<br>ومناقشات<br>جماعية | احداث مقابر الإبادة الجماعية من 1963-2003   | فهم الموضوع | 2 | 13 |
|  | نظري                       | اختبار الشهر الثاني                         | فهم الموضوع | 1 | 14 |

11. تقييم المقرر

## 12 مصادر التعلم

|                                   |                                                                         |
|-----------------------------------|-------------------------------------------------------------------------|
| منهاج وزارة التعليم والبحث العلمي | الكتب المقررة المطلوبة (المنهجية ان وجدت)                               |
|                                   | المراجع الرئيسة (المصادر)                                               |
|                                   | الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية - التقارير .....) |

نمؤؤنؤ ووصف المقؤر 2023-2024

## نموذج وصف المقرر

### وصف المقرر

اسم المادة : علم النفس الفسيولوجي

اسم التدريسي : محمد علي سليم وتوت

الصف : الثاني

|                                                                                                                                                                                                                      |                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| يوفر وصف المقرر هذا ايجازاً مقتضياً لأهم خصائص المقرر ومخرجات المقرر ومخرجات التعلم المتوقعة من الطالب تحقيقها مجرّها عما اذا كان قد حقق الاستفادة من فرص التعلم المتاحة . ولا بد من الربط بينها وبين وصف البرنامج ؛ |                                                                                                                            |
| 1. المؤسسة التعليمية                                                                                                                                                                                                 | جامعة بابل / كلية التربية الأساسية                                                                                         |
| 2. القسم العلمي                                                                                                                                                                                                      | التربية الخاصة                                                                                                             |
| 3. اسم / رمز المقرر                                                                                                                                                                                                  | علم النفس الفسيولوجي                                                                                                       |
| 4. أشكال الحضور المتاحة                                                                                                                                                                                              | حضورى                                                                                                                      |
| 5. الفصل / السنة                                                                                                                                                                                                     | فصلي 2025 _ 2026                                                                                                           |
| 6. عدد الساعات الدراسية (الكلية)                                                                                                                                                                                     | 2 ساعة * 15 أسبوع                                                                                                          |
| 7. تاريخ اعداد هذا الوصف                                                                                                                                                                                             | 2025/ 15/9                                                                                                                 |
| 8. اهداف المقرر                                                                                                                                                                                                      | تطوير القدرات لدى الطلبة                                                                                                   |
|                                                                                                                                                                                                                      | دراسة وفهم وظائف أعضاء جسم الانسان<br>بشكل يساهم في التوعية العلمية والمعرفية<br>مع مراعاة مبادئ العامة والقدرة والاستفادة |
|                                                                                                                                                                                                                      | زيادة فهم عملية التعلم وظيفيا والاطلاع على<br>انظمة جسم الانسان بعرف مما يطور نظرنا<br>الى التعليم في بلادنا               |
|                                                                                                                                                                                                                      | الوقوف على العوامل المؤثرة على وظيفة<br>اعضاء جسم الانسان                                                                  |
|                                                                                                                                                                                                                      | تقييم موضوع دراسة علم النفس<br>الفسيولوجي والابتعاد عن الذاتية والتحيز                                                     |
|                                                                                                                                                                                                                      | دراسة تاريخ واصول علم النفس<br>الفسيولوجي في العصور المختلفة                                                               |
|                                                                                                                                                                                                                      | اثراء الفكر التربوي من خلال فهم وتطبيق<br>اسس علم النفس الفسيولوجي في عملية                                                |

10- مخرجات المقرر وطرائق التعلیم والتعلیم والتقييم

أ-الاهداف المعرفية :

- 1- يتعرف الطالب على الهياكل الأساسية لعلم النفس الفسيولوجي من حيث تعريفه - اهميته - مناهج بحثه
- 2- يتعرف الطالب على معنى وحدة الجهاز العصبي الخلية العصبية اجزائها ووظيفة كل جزء، للتعرف عليها وفهم تأثيرها ودورها النفسي في صقل شخصية الفرد
- 3- يتعرف الطالب على الجانب الانفعالي والمعرفي ومراكز اللغة في مخ الانسان وتأثيره على نمو التفكير والابداع
- 4- تزويد الطالب بالمعلومات الكافية عن مناهج البحث لعلم النفس الفسيولوجي
- 5- يتعرف الطالب عن التغيرات الوظيفية لجسم الانسان عبر مراحل نموه
- 6- يتعرف الطالب على الغدد التي تفرز الهرمونات والتي تعمل على تشكيل سلوكنا - العقلي - اللفظي - الحركي
- 7- يتعرف الطالب على اجزاء المخ ووظيفة كل جزء ، - الحرمان الحسي - الحواس - النوم - الاكل - الفرق بين الامراض النفسية والعقلية

ب-الاهداف المهارية :

- 1- يتنهل مختلف المهارات الحركية واليدوية التي تساهم برسم اجزاء الجسم التي تسيطر على التفكير واللغة والسلوك
- 2- تمكين الطالب من معرفة مرونة الجهاز العصبي والهعطيّات الوراثية والبيئية
- 3- يتزود الطالب بمعلومات عن التعلیم والتفكير والعمليات اللفظية العليا وعلاقتها بالمرونة
- 4- فهم واستيعاب الاثر النفسي للانسان على الخمر والمخدرات وايهما الاخطر
- 5- تمكين الطالب من المرونة ازاء الهشاكل النفسية
- 6- تمكين الطالب من فهم واستيعاب الاختلاف في الوظائف الجسمية والتي اساسها نفسي وكيفية التعامل مع كل موقف
- 7- تمكين الطالب من تنظيم حياته ومواقفه اليومية من خلال فهم الوظائف العصبية لاجهزته الجسمية

طرائق التعلیم والتعلیم

- 1- طريقة المناقشة .
- 2- طريقة حل المشكلات.
- 3- طريقة التعلیم التعاوني .
- 4- المحاضرات التفاعلية .
- 5.المهمل الكتابية
- 6-العروض التقديمية
- 7- الوسائط المتعددة
- 8- اجراء بحوث وتقارير عن علم النفس الفسيولوجي خصوصا دور الخلية العصبية في تكوين جسم الانسان وتصديد وظائفه

|                                                                          |                |                                                                         |
|--------------------------------------------------------------------------|----------------|-------------------------------------------------------------------------|
| <b>طرائف التقييم</b>                                                     |                |                                                                         |
| 1-اختبار تنهري                                                           |                |                                                                         |
| 2-اعداد بحوث                                                             |                |                                                                         |
| 3-كتابة ملف وتقارير تتعلق بموضوع الدراسة                                 |                |                                                                         |
| 4-عرض مخلصات المحاضرات على الصف الالكتروني                               |                |                                                                         |
| <b>ج- الاهداف الوجدانية والقيمية</b>                                     |                |                                                                         |
| 1- يتضمن القيم والهياول والانفعالات والهنئاعر - والعواطف                 |                |                                                                         |
| 2- مستوى التقبل (والاستقبال) ويقصد به تهيئة القدرة على الاهتمام بالموضوع |                |                                                                         |
| 3- مستوى الاستجابة يتجاوز بحدود الاهتمام الى الهئئارة البسيطة والتفاعل   |                |                                                                         |
| 4- مستوى التقييم ( تكوين القيم) يعطي قيمة تقديرية للسلوك والواقف         |                |                                                                         |
| 5- مستوى التنظيم القيمي وهو قدرة الطالب على تنظيم السلوكيات المختلفة     |                |                                                                         |
| 6- مستوى التمييز نظماً قيمي ثابت حيث يظهر تمييز الفرد وبتخصيته المميزة   |                |                                                                         |
| <b>11. بنية المقرر</b>                                                   |                |                                                                         |
| <b>الاسبوع</b>                                                           | <b>الساعات</b> | <b>اسم الوحدة أو الموضوع</b>                                            |
| الاول                                                                    | 2              | لم النفس الفسيولوجي<br>مقدمة علم النفس الفسيولوجي                       |
| الثاني                                                                   | 2              | علم النفس الفسيولوجي<br>علم النفس الفسيولوجي                            |
| الثالث                                                                   | 2              | علم النفس الفسيولوجي<br>علم النفس الفسيولوجي                            |
| الرابع                                                                   | 2              | علم النفس الفسيولوجي<br>علم النفس الفسيولوجي                            |
| الخامس                                                                   | 2              | الفسيولوجية                                                             |
| السادس                                                                   | 2              | هاز العصبي<br>هاز العصبي                                                |
| السابع                                                                   | 2              | هاز العصبي<br>بعض الامراض النفسية والعقلية                              |
| الثامن                                                                   | 2              | هر الاول                                                                |
| التاسع                                                                   | 2              | علم النفس الفسيولوجي<br>بعض الامراض النفسية والعقلية وعلاقتها بالهرمونة |
| العاشر                                                                   | 2              | بعض الحواس وطرق عملها                                                   |
| الحادي عشر                                                               | 2              | كامل الوظيفي (الغدد)                                                    |

|            |   |                                          |
|------------|---|------------------------------------------|
| الثاني عشر | 2 | سيولوجية للانفعالات                      |
| الثالث عشر | 2 | فسية و الفسيولوجية لبعض العمليات النفسية |
| الرابع عشر | 2 | نفسية والبيئية للانسان بكافة أنواعه      |
| الخامس عشر | 2 | هر الثاني                                |

| 12- البنية التحتية                                              |                                                                                    |
|-----------------------------------------------------------------|------------------------------------------------------------------------------------|
| 1- الكتب المقررة المطلوبة                                       | علم النفس الفسيولوجي - محمد علي سليم وتوت                                          |
| 2- المراجع الرئيسية (المصادر)                                   | في علم النفس الفسيولوجي - عبد الرحمن العيسوي - مكتبة المعارف اسكندرية              |
| الكتب والمراجع التي يوصي بها (المجلات العلمية , التقارير , ...) | علم النفس الفسيولوجي - دراسة نظرية تطبيقية - د. صلاح مخيمر - مكتبة الانجلو المصرية |
| المراجع الالكترونية , مواقع الانترنت ...                        |                                                                                    |

## نموذج وصف المقرر

### وصف المقرر

اسم المادة : علم النفس الفسيولوجي / العملي

اسم التدريسي : محمد علي سليم وتوت

الصفحة : 1 / 2

|                                                                                                                                                                                                                     |                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| يوفر وصف المقرر هذا ايجازاً مقتضياً لاهم خصائص المقرر ومخرجات المقرر ومخرجات التعلم المتوقعة من الطالب تحقيقها بجرها مما اذا كان قد حقق الاستفادة من فرص التعلم المتاحة . ولا بد من الربط بينها وبين وصف البرنامج ؛ |                                                                                                                      |
| 1. المؤسسة التعليمية                                                                                                                                                                                                | جامعة بابل / كلية التربية الاساسية                                                                                   |
| 2. القسم العلمي                                                                                                                                                                                                     | التربية الخاصة                                                                                                       |
| 3. اسم / رمز المقرر                                                                                                                                                                                                 | علم النفس الفسيولوجي / العملي                                                                                        |
| 4. اشكال الحضور المتاحة                                                                                                                                                                                             | حضورى                                                                                                                |
| 5. الفصل / السنة                                                                                                                                                                                                    | فصلي 2025 _ 2026                                                                                                     |
| 6. عدد الساعات الدراسية (الكلية)                                                                                                                                                                                    | 2 ساعة * 15 أسبوع                                                                                                    |
| 7. تاريخ اعداد هذا الوصف                                                                                                                                                                                            | 2025/ 15/9                                                                                                           |
| 8. اهداف المقرر                                                                                                                                                                                                     | تطوير القدرات لدى الطلبة                                                                                             |
|                                                                                                                                                                                                                     | دراسة وفهم وظائف اعضاء جسم الانسان بشكل يساهم في التوعية العلمية والمعرفية مع مراعاة مجادى العامة والقدرة والاستفادة |
|                                                                                                                                                                                                                     | زيادة فهم عمليه التعلم وظيفيا والاطلاع على انظمة جسم الانسان بعلمها يتطور نظرتنا الى التعليم في بلادنا               |
|                                                                                                                                                                                                                     | الوقوف على العوامل المؤثرة على وظيفة اعضاء جسم الانسان                                                               |
|                                                                                                                                                                                                                     | تقييم موضوع دراسة علم النفس الفسيولوجي والابتعاد عن الذاتية والتحيز                                                  |
|                                                                                                                                                                                                                     | دراسة تاريخ واصول علم النفس الفسيولوجي في العصور المختلفة                                                            |
|                                                                                                                                                                                                                     | اثراء الفكر التربوي من خلال فهم وتطبيق اسس علم النفس الفسيولوجي في عمليه التعلم والتعليم                             |

10- مخرجات المقرر وطرائق التعلم والتعلم والتقييم

أ-الاهداف المعرفية :

- 1- يتعرف الطالب على الهياكل الأساسية لعلم النفس الفسيولوجي من حيث تعريفه - اهميته - مناهج بحثه
- 2- يتعرف الطالب على معنى وحدة الجهاز العصبي الخلية العصبية اجرائها ووظيفة كل جزء، للتعرف عليها وفهم تأثيرها ودورها النفسي في صقل شخصية الفرد
- 3- يتعرف الطالب على الجانب الانفعالي والمعرفي ومراكز اللغة في مخ الانسان وتأثيره على نمو التفكير والابداع
- 4- تزويد الطالب بالمعلومات الكافية عن مناهج البحث لعلم النفس الفسيولوجي
- 5- يتعرف الطالب عن التغيرات الوظيفية لجسم الانسان عبر مراحل نموه
- 6- يتعرف الطالب على الغدد التي تفرز الهرمونات والتي تعمل على تشكيل سلوكنا - العقلي - اللفظي - الحركي
- 7- يتعرف الطالب على اجزاء المخ ووظيفة كل جزء - - الحرمان الحسي - الحواس - النوم - الاكل - الفرق بين الامراض النفسية والعقلية

ب-الاهداف المهارية :

- 1- يتنهل مختلف المهارات الحركية واليدوية التي تساهم برسم اجزاء الجسم التي تسيطر على التفكير واللغة والسلوك
- 2- تمكين الطالب من معرفة مرونة الجهاز العصبي والعطيات الوراثية والبيئية
- 3- يتزود الطالب بمعلومات عن التعلم والتذكر والعمليات اللفظية العليا وعلاقتها بالمرونة
- 4- فهم واستيعاب الاثر النفسي للايمان على الخمر والمخدرات وايهما الاخطر
- 5- تمكين الطالب من المرونة ازاء الهشاكل النفسية
- 6- تمكين الطالب من فهم واستيعاب الاختلاف في الوظائف الجسمية والتي اساسها نفسي وكيفية التعامل مع كل موقف
- 7- تمكين الطالب من تنظيم حياته ومواقفه اليومية من خلال فهم الوظائف العصبية لاجهزته الجسمية

طرائق التعلم والتعلم

- 1- طريقة المناقشة .
- 2- طريقة حل المشكلات.
- 3- طريقة التعلم التعاوني .
- 4- المحاضرات التفاعلية .
5. المهمل الكتابية
- 6- العروض التقديمية
- 7- الوسائط المتعددة
- 8- اجراء بحوث وتقارير عن علم النفس الفسيولوجي خصوصا دور الخلية العصبية في تكوين جسم الانسان وتحديد وظائفه

|                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>طرائق التقييم</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>1- اختبار تنهري<br/>2- اعداد بحوث<br/>3- كتابة ملف وتقارير تتعلق بموضوع الدراسة<br/>4- عرض ملاحظات المحاضرات على الصف الالكتروني</p>                                                                                                                                                                                                                                                                                                    |
| <b>ج- الاهداف الوجدانية والقيمية</b>                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>1- يتضمن القيم والهيول والانفعالات والهناعر - والعواطف<br/>2- مستوى التقبل (والاستقبال) ويقصد به تهيئة القدرة على الاهتمام بالموضوع<br/>3- مستوى الاستجابة يتجاوز بصود الاهتمام الى الهنارة البسيطة والتفاعل<br/>4- مستوى التقييم (تكوين القيم) يعطي قيمة تقديرية للسلوك والواقف<br/>5- مستوى التنظيم القيمي وهو قدرة الطالب على تنظيم السلوكيات المختلفة<br/>6- مستوى التمييز نظام قيمي ثابت حيث يظهر تمييز الفرد وبتخصيته المميزة</p> |
| <b>11. بنية المقرر</b>                                                                                                                                                                                                                                                                                                                                                                                                                     |

| الاسبوع | الساعات | اسم الوحدة أو الموضوع                                                        |
|---------|---------|------------------------------------------------------------------------------|
| الاول   | 2       | تف بمجالات علم النفس الفسيولوجي وملاحظتهم الأدوات المختبرية                  |
| الثاني  | 2       | تف على أدوات قياس النشاط الفسيولوجي في المختبر                               |
| الثالث  | 2       | تف العملية للمختبرات الطبية الخاصة بقياس المتغيرات الفسيولوجية               |
| الرابع  | 2       | تف على كيفية التعامل مع المفحوصين (العينة) وفق المعايير الأخلاقية في المختبر |
| الخامس  | 2       | تف على كيفية التعامل مع العينات المختبرية وفق المعايير الأخلاقية             |
| السادس  | 2       | تف بالتشخيص الفسيولوجي وكيفية التعامل معه مختبريا                            |
| السابع  | 2       | التشريح العصبي بنماذج مجسمة مختبريا                                          |
| الثامن  | 2       | تف بوحدة بناء الخلية العصبية تحت المجهر مختبريا                              |
| التاسع  | 2       | الفارق الزمني لمعالجة الدماغ بين المثير والاستجابة مختبريا                   |

|            |   |                                                             |
|------------|---|-------------------------------------------------------------|
| العائني    | 2 | على تفسير البيانات المخبرية وتحويلها الى مؤشرات نفسية       |
| الحادي عشر | 2 | تفسير مظاهر الخلل في الدماغ عن طريق الصور الاشعاعية مختبريا |
| الثاني عشر | 2 | تفسير العين بنماذج مجسمة مختبريا                            |
| الثالث عشر | 2 | المختبري لألية عمل الفص البصري                              |
| الرابع عشر | 2 | تفسير الأذن بنماذج مجسمة مختبريا                            |
| الخامس عشر | 2 | تفسير الرسم البياني للسمع ودلالته مختبريا                   |

| 12- البنية التحتية                                              |                                                                                    |
|-----------------------------------------------------------------|------------------------------------------------------------------------------------|
| 1- الكتب المقررة المطلوبة                                       | علم النفس الفسيولوجي - محمد علي سليم ونوت                                          |
| 2- المراجع الرئيسية (المصادر)                                   | في علم النفس الفسيولوجي - عبد الرحمن العيسوي - مكتبة المعارف اسكندرية              |
| الكتب والمراجع التي يوصي بها (المجلات العلمية , التقارير , ...) | علم النفس الفسيولوجي - دراسة نظرية تطبيقية - د. صلاح مخيمر - مكتبة الانجلو المصرية |
| المراجع الالكترونية , مواقع الانترنت ...                        |                                                                                    |

## نموذج وصف المقرر

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ١. اسم المقرر                                        | العربية العامة / المرحلة الثانية/ قسم الخاصة/ صباحي                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| ٢. رمز المقرر                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| ٣. الفصل / السنة                                     | 2025-2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| ٤. تاريخ إعداد هذا الوصف                             | / / 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| ٥. أشكال الحضور المتاحة                              | حضور                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| ٦. عدد الساعات الدراسي (الكلي) / عدد الوحدات (الكلي) | 2 / 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| ٧. اسم مسؤول المقرر الدراسي (إذا أكثر من اسم يذكر)   | الاسم: م.م. ضحى صادق رسول المحنا<br>الايمليل : <a href="mailto:doha.rasool.bsole@uobabylon.edu.iq">doha.rasool.bsole@uobabylon.edu.iq</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| ٨. اهداف المقرر                                      | <p>اهداف المادة الدراسية تعزيز مهارات اللغة العربية الأساسية: تنمية مهارات الاستماع، التحدث، القراءة، والكتابة لدى الطلبة بشكل متكامل، بما يمكنهم من استخدامها في مواقف حياتية وعلمية مختلفة</p> <p>تعزيز الفهم اللغوي الصحيح: تمكين الطلبة من فهم النصوص العربية بفروعها المختلفة (الأدبية، العلمية، الإخبارية، وغيرها)، وتحليل معانيها واستنتاج الأفكار الرئيسية والفرعية</p> <p>- إثراء الحصيلة اللغوية لدى الطلبة: زيادة المفردات اللغوية وتمكين الطلبة من توظيف الكلمات والأساليب في كتاباتهم ومحادثاتهم اليومية</p> <p>- تنمية القدرة على التعبير الشفهي والكتابي: تدريب الطلبة على التعبير عن أفكارهم ومشاعرهم بوضوح ودقة وإبداع من خلال التمارين الشفهية والكتابية المتنوعة</p> <p>- تعميق الإحساس بجماليات اللغة العربية: تعريف الطلبة بمواطن الجمال البلاغي والأسلوبي، وتدقيق النصوص الأدبية الرفيعة وفهم بنيتها الفنية والمعنوية</p> <p>- تنمية التفكير النقدي والتحليل اللغوي: تدريب الطلبة على تحليل النصوص وتقييمها من حيث البناء اللغوي والأسلوبي والمحتوى الفكري</p> <p>- تعزيز مهارات القراءة الفاعلة: تشجيع الطلبة على القراءة الاستيعابية والنقدية وتحليل النصوص لفهم الأفكار الرئيسية واستنتاج الرسائل الضمنية</p> <p>- تعميق الانتماء الثقافي والوطني: إكساب الطلبة فهماً أعمق لتراثهم الثقافي والأدبي، وتنمية شعورهم بالانتماء إلى هويتهم العربية والإسلامية</p> <p>- توظيف اللغة العربية في الحوار والتواصل: تدريب الطلبة على استخدام اللغة العربية في الحوار والنقاش بأسلوب منطقي ومقنع يراعي آداب الحديث ويعزز الثقة بالنفس</p> <p>- إثراء الإنتاج الإبداعي: تشجيع الطلبة على الكتابة الإبداعية بأنواعها المختلفة (الشعر، القصة، المقال، المسرحية)، وتعزيز قدراتهم على الابتكار والتعبير الفني</p> <p>- التوعية بقواعد النحو والصرف: تمكين الطلبة من فهم قواعد اللغة العربية وتطبيقها بشكل سليم في كتاباتهم، والحد من الأخطاء الإملائية والنحوية</p> <p>• الانفتاح على الأدب العربي القديم والمعاصر: تعريف الطلبة بأبرز الكتاب والشعراء العرب عبر العصور المختلفة، وإبراز أثرهم في تطوير الفكر والأدب العربي.</p> |

٩. استراتيجيات التعليم والتعلم

الاستراتيجية المحاضرة والمناقشة والاستجاب

١٠. بنية المقرر

| الأسبوع | الساعات | مخرجات التعلم المطلوبة | اسم الوحدة او الموضوع            | طريقة التعلم | طريقة التقييم    |
|---------|---------|------------------------|----------------------------------|--------------|------------------|
| 1.      | 2       | تعريف الطالب بالموضوع  | المبتدأ                          | حضورى        | امتحان بعد الدرس |
| 2.      | 2       | تعريف الطالب بالموضوع  | الخبر                            | حضورى        | سؤال للمناقشة    |
| 3.      | 2       | تعريف الطالب بالموضوع  | الفاعل                           | حضورى        | سؤال للمناقشة    |
| 4.      | 2       | تعريف الطالب بالموضوع  | نائب الفاعل، وبناء الفعل للمجهول | حضورى        | امتحان بعد الدرس |
| 5.      | 2       | تعريف الطالب بالموضوع  | اسم (كان) وأخواتها               | حضورى        | سؤال للمناقشة    |
| 6.      | 2       | تعريف الطالب بالموضوع  | اسم (إنّ) وأخواتها               | حضورى        | امتحان بعد الدرس |
| 7.      | 2       | تعريف الطالب بالموضوع  | امتحان شهر أول                   | حضورى        |                  |
| 8.      | 2       | تعريف الطالب بالموضوع  | معلقة امرئ القيس                 | حضورى        | سؤال للمناقشة    |
| 9.      | 2       | تعريف الطالب بالموضوع  | معلقة زهير بن أبي سلمى           | حضورى        | ورقة عمل         |
| 10.     | 2       | تعريف الطالب بالموضوع  | معلقة عنتر بن شداد العبسي        | حضورى        | امتحان بعد الدرس |
| 11.     | 2       | تعريف الطالب بالموضوع  | الإملاء                          | حضورى        | سؤال للمناقشة    |
| 12.     | 2       | تعريف الطالب بالموضوع  | الحرف                            | حضورى        | امتحان بعد الدرس |
| 13.     | 2       | تعريف الطالب بالموضوع  | همزة الوصل                       | حضورى        | سؤال للمناقشة    |
| 14.     | 2       | تعريف الطالب بالموضوع  | همزة القطع                       | حضورى        | امتحان بعد الدرس |
| 15.     | 2       | تعريف الطالب بالموضوع  | امتحان شهر ثانى                  | حضورى        |                  |

11. تقييم المقرر

توزيع الدرجة من 50 على وفق المهام المكلف بها الطالب مثل التحضير اليومي والامتحانات اليومية والشفوية والشهرية

12 مصادر التعلم والتدريس

|                                                                         |                                                                         |
|-------------------------------------------------------------------------|-------------------------------------------------------------------------|
| الكتب المقررة المطلوبة (المنهجية ان وجدت)                               | اللغة العربية العامة لأقسام غير الاختصاص                                |
| المراجع الرئيسية (المصادر)                                              | مقرر كتاب اللغة العربية العامة لأقسام غير الاختصاص                      |
| الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية - التقارير .....) | مختارات من مواد اللغة العربية                                           |
| المراجع الالكترونية - مصادر الانترنت                                    | كل ما يخص الموضوعات ممكن الاستعانة بشبكة الانترنت، شرط ان تكتب بخط اليد |

وزارة التعليم العالي والبحث  
العلمي  
جهاز الإنتراف والتقويم العلمي  
دائرة ضمان الجودة والاعتماد



المقرر الدراسي  
لهادة الحاسوب  
المرحلة الثانية

2025-2026

## Course description template

|                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <b>Name of headquarters . 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                       |
| computer                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                       |
| <b>Headquarters code . 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                       |
| <b>Semester/Year . 3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                       |
| 2026 - 2025 / Phase Two                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                       |
| <b>Date this description was prepared . 4</b>                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                       |
| 26 / 1 / 6 202                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                       |
| <b>Available forms of attendance . 5</b>                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                       |
| <b>Attendance is mandatory</b>                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                       |
| <b>Number of study hours (total) / Number of units . 6</b>                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                       |
| hours 52                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                       |
| <b>( Name of the course coordinator ( if there is more than one, mention it .7</b>                                                                                                                                                                                                                                                                                                                                                                            |                                                                       |
| Qur.sa breen.alshammary@uobabylon.edu.iq : Hussein, Name : A M. Sabreen Ali                                                                                                                                                                                                                                                                                                                                                                                   |                                                                       |
| <b>Course objectives . 8</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                       |
| <ul style="list-style-type: none"> <li>Teaching students how to use application software</li> <li>.Teaching students how to use Excel</li> <li>Students will be taught how to create electronic spreadsheets on personal computers, in addition to performing various mathematical operations</li> <li>Internet and network applications in various aspects of life to achieve technological progress</li> </ul>                                              | <ul style="list-style-type: none"> <li>• Course objectives</li> </ul> |
| <b>Teaching and learning strategies . 9</b>                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                       |
| <p>and understanding</p> <ul style="list-style-type: none"> <li>application programs -1</li> <li>Software knowledge -2</li> <li>How to work with and organize tables and data -3</li> <li>Understanding how to use tables in business -4</li> <li>Knowing how to work with mathematical and statistical functions -5</li> <li>Representing data using graphs -6</li> <li>Understanding the basics of the internet and explaining its importance -7</li> </ul> | <ul style="list-style-type: none"> <li>A A - Knowledge</li> </ul>     |
| <b>b) Subject-specific skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                       |
| Running application programs - 1                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                       |

How to work with tables -2

Knowing how to organize information into rows and columns, which in turn form .cells -3

Knowledge of application programs -4

.Internet and network applications in various aspects of life to achieve technological progress -5

|                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| <p>Data Show -1</p> <p>practical application -2</p> <p>Explaining the vocabulary of the subject theoretically, while trying to link it to reality .so that it can be understood by the student -3</p> <p>Conducting daily and weekly tests to determine the student's understanding of the .material -4</p> <p>Activating student participation in explaining the material and raising practical .inquiries and questions about it -5</p> | <p><b>Teaching and learning methods</b></p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|

**Assessment methods**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>.The student's participation in preparing and explaining the material -1</p> <p>Conducting discussions on external questions related to the subject matter from reality -2</p> <p>.as an attempt to link the theoretical aspect of the subject to reality</p> <p>.Assigning reports and assignments to students for evaluation -3</p> <p>Students are required to attend by giving attendance grades that are calculated as a -4</p> <p>.percentage within the student's evaluation</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**C- Thinking skills**

|                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Getting acquainted with modern application programs -1</p> <p>Identifying new drivers -2</p> <p>Getting to know computer applications -3</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------|

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

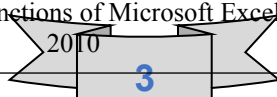
|                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>scientific research -1</p> <p>His use of computer-based tasks related to mathematical and statistical functions -2</p> <p>Its use in communicating with educational institutions -3</p> <p>Using computers to communicate with the job market -4</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Evaluation**

|                                                                |
|----------------------------------------------------------------|
| <p>practical exams-</p> <p>Written exams-</p> <p>Homework-</p> |
|----------------------------------------------------------------|

**Headquarters structure . 10**

| Evaluation Method                   | Learning method         | Unit or topic name                    | Required learning outcomes         | The hours | Week   |
|-------------------------------------|-------------------------|---------------------------------------|------------------------------------|-----------|--------|
| Theoretical exam and practical exam | + Practical Theoretical | Running Excel                         | Running Excel                      | 2         | 1 Week |
| Theory exam practical exam          | + Practical Theoretical | The main functions of Microsoft Excel | Basic functions of Microsoft Excel | 2         | 2 Week |



|                                     |                         |                                                                                                                                      |                                                        |   |               |
|-------------------------------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|---|---------------|
|                                     |                         |                                                                                                                                      | 2010                                                   |   |               |
| Theoretical exam and practical exam | + Practical Theoretical | The main functions of Microsoft Excel 2010                                                                                           | Basic functions of Microsoft Excel 2010                | 2 | 3 Week        |
| Theory exam practical exam          | + Practical Theoretical | The main functions of Microsoft Excel 2010                                                                                           | Basic functions of Microsoft Excel 2010                | 2 | 4 Week        |
| Theory exam practical exam          | + Practical Theoretical | Inserting objects in Microsoft Excel 2010                                                                                            | Inserting objects into Microsoft Excel 2010            | 2 | Week Fifth    |
| Theory exam practical exam          | + Practical Theoretical | Inserting objects in Microsoft 2010 Excel                                                                                            | Inserting objects into Microsoft Excel 2010            | 2 | Week Sixth    |
| Theory exam practical exam          | + Practical Theoretical | Inserting objects in Microsoft 2010 Excel                                                                                            | Inserting objects into Microsoft Excel 2010            | 2 | 7 Week        |
| Theory exam practical exam          | + Practical Theoretical | Creating mathematical formulas in 2010 Microsoft Excel                                                                               | Creating mathematical formulas in Microsoft Excel 2010 | 2 | 8 Week        |
| Theory exam practical exam          | + Practical Theoretical | Creating mathematical formulas in 2010 Microsoft Excel                                                                               | Creating mathematical formulas in Microsoft Excel 2010 | 2 | 9 Week        |
| Theory exam practical exam          | + Practical Theoretical | Creating mathematical formulas in 2010 Microsoft Excel                                                                               | Creating mathematical formulas in Microsoft Excel 2010 | 2 | 10 Week       |
| Theory exam practical exam          | + Practical Theoretical | Additional tasks in Microsoft 2010 Excel                                                                                             | Additional tasks in Microsoft Excel 2010               | 2 | Week Eleven   |
| Theory exam practical exam          | + Practical Theoretical | Additional tasks in Microsoft 2010 Excel                                                                                             | Additional tasks in Microsoft Excel 2010               | 2 | Week Twelve   |
| Theory exam practical exam          | + Practical Theoretical | Additional tasks in Microsoft 2010 Excel                                                                                             | Additional tasks in Microsoft Excel 2010               | 2 | 13 Week       |
| Theory exam practical exam          | + Practical Theoretical | chart                                                                                                                                | chart                                                  | 2 | Week Fourteen |
| Theory exam practical exam          | + Practical Theoretical | chart                                                                                                                                | chart                                                  | 2 | Week fifteen  |
| Discussion and oral examination     | Giving the lecture      | Chapter 1: Fundamentals of Networks and the Internet, Introduction ,About networks: their definition, types components, and benefits | Developing theoretical and practical skills            | 2 | 16 Week       |

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
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**Headquarters evaluation . 11**

**,The grade out of 100 is distributed as follows: monthly exams, daily quizzes, assignments, lecture discussions  
(and team evaluation (either through writing a report or a practical application on the computer**

**Learning and teaching resources . 12**

The book Methodological Ministry education  
High Part 1 And the part 2 For the stage  
Second

**( Required textbooks ( methodology, if applicable**

The book Methodological Ministry education  
High Part 1 And the part 2 For the stage  
Second

**( Main references ( sources**

" series Please Al-Mustafa " Fundamentals of Science  
computer And the internet, Off Yes 2010 Dr. Ziad  
2013 , Mohammed Aboud

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

Head of Department Signature

|                                                                                     |
|-------------------------------------------------------------------------------------|
| Course Name: Slow Learning <b>.1</b>                                                |
| code The course <b>.2</b>                                                           |
| Semester / Year : First semester of the 2025-2026 academic year <b>.3</b>           |
| 1/2/2026 : date numbers this Description <b>.4</b>                                  |
| shapes the audience Available : In-person <b>.5</b>                                 |
| number Hours The study of the college <b>.6</b><br>(3) numbers) Units All 3)        |
| name responsible The course Academic <b>.7</b><br>if more from name It is mentioned |
| Name: Prof. Dr. Nagham Abdul-Redha Abdul-Hussein<br>Email : nagham abdalhussein     |

|                                                                                                                                                                                                                                                                                                                                 |                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| .8. اهداف المقرر                                                                                                                                                                                                                                                                                                                |                       |
| <b>.1 Defining the concept of slow learning</b><br><b>.2 Prevalence of slow learning</b><br><b>.3 ?What are the causes of slow learning</b><br><b>.4 .The difference between slow learning and other disabilities</b><br><b>.5 .Identifying the characteristics of slow learners</b><br><b>.6 How to diagnose slow learning</b> | اهداف المادة الدراسية |

|                                               |            |
|-----------------------------------------------|------------|
| .9. استراتيجيات التعليم والتعلم               |            |
| Lecture, discussion, questioning, and reports | Strategies |

|                 |  |
|-----------------|--|
| .1. بنية المقرر |  |
|-----------------|--|

| Week | ساعات | مخرجات التعلم المطلوبة                                | اسم الوحدة او الموضوع                                           | طريقة التعلم                             |
|------|-------|-------------------------------------------------------|-----------------------------------------------------------------|------------------------------------------|
| 1    | 2     | Understanding the subject and applying it practically | <b>History of the concept of slow learning</b>                  | Lecture and discussion and interrogation |
| 2    | 2     | Understanding the subject and applying it practically | <b>Defining the concept of slow learning and its prevalence</b> | Lecture and discussion and interrogation |
| 3    | 2     | Understanding the subject and applying it practically | <b>Slow learning and related concepts</b>                       | Lecture and discussion and interrogation |
| 4    | 2     | Understanding the subject and applying it practically | Reasons for slow learning                                       | Lecture and discussion and interrogation |
| 5    | 2     | Understanding the subject and applying it practically | <b>Characteristics of slow learning</b>                         | Lecture and discussion and interrogation |

|                                                                           |                                                                                                                      |                                                       |   |    |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|---|----|
| Lecture and discussion and interrogation                                  | <b>Classification of slow learning</b>                                                                               | Understanding the subject and applying it practically | 2 | 6  |
| Lecture and discussion and interrogation                                  | <b>Theories explaining slow learning</b>                                                                             | Understanding the subject and applying it practically | 2 | 7  |
| Lecture and discussion and interrogation                                  | <b>Strategies used in teaching slow learners</b>                                                                     | Understanding the subject and applying it practically | 2 | 8  |
| Lecture and discussion and interrogation                                  | <b>Programs for slow learners</b>                                                                                    | Understanding the subject and applying it practically | 2 | 9  |
| Lecture and discussion and interrogation                                  | <b>Family and slow learning</b>                                                                                      | Understanding the subject and applying it practically | 2 | 10 |
| Lecture and discussion and interrogation                                  | The role of the school in helping slow learners                                                                      | Understanding the subject and applying it practically | 2 | 11 |
| Lecture and discussion and interrogation                                  | Studies and research on slow learning                                                                                | Understanding the subject and applying it practically | 2 | 12 |
| Lecture and discussion and interrogation                                  | Developmental milestones in slow learners                                                                            | Understanding the subject and applying it practically | 2 | 13 |
| Lecture and discussion and interrogation                                  | Methods and techniques for training and teaching slow learners<br>The Iraqi experience in the field of slow learning | Understanding the subject and applying it practically | 2 | 14 |
| Course Evaluation .11                                                     |                                                                                                                      |                                                       |   |    |
| Learning Resources 12                                                     |                                                                                                                      |                                                       |   |    |
| nothing                                                                   | (Required textbooks (methodology, if applicable)                                                                     |                                                       |   |    |
| Al-Asawi , Saif Tariq Hussein: (2018) Special Education for Slow Learners | (Main references (sources                                                                                            |                                                       |   |    |
| -                                                                         | Recommended supporting books and references (.scientific journals – reports, etc)                                    |                                                       |   |    |
|                                                                           | Electronic references – Internet resources                                                                           |                                                       |   |    |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                        |                                        |                                                                                                                                                                                                |         |                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----------------------|
| Course Name: Educational Psychology <b>.1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                        |                                        |                                                                                                                                                                                                |         |                       |
| code The course <b>.2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                        |                                        |                                                                                                                                                                                                |         |                       |
| the chapter / Year : Second semester of the 2024-2025 academic year <b>.3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                        |                                        |                                                                                                                                                                                                |         |                       |
| 25/1/2025 : date numbers this Description <b>.4</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                        |                                        |                                                                                                                                                                                                |         |                       |
| shapes the audience Available : In-person <b>.5</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                        |                                        |                                                                                                                                                                                                |         |                       |
| number Hours The study of the college <b>.6</b><br>(2) number Units All (30)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                        |                                        |                                                                                                                                                                                                |         |                       |
| name responsible The course Academic <b>.7</b><br>if more from name It is mentioned                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                        |                                        |                                                                                                                                                                                                |         |                       |
| Name: M.D. Saba Latif Al-Janabi<br>Email: <a href="mailto:bsc.saba.abdulkadhim@uobabylon.edu.iq">bsc.saba.abdulkadhim@uobabylon.edu.iq</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                        |                                        |                                                                                                                                                                                                |         |                       |
| .8 اهداف المقرر                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                        |                                        |                                                                                                                                                                                                |         |                       |
| <b>.1 Preparing and qualifying specialists in special education to meet the demands of the labor market</b><br><b>.2 Providing the facts that enable the teacher to achieve his professional goals</b><br><b>.3 Recognizing the importance of human relationships within classrooms in building students' character</b><br><b>.4 Understanding the subtle methods, evaluating student results, and arriving at the laws that govern human behavior</b><br><b>.5 Familiarity with psychological scientific information that contributes to increasing or hindering the educational process</b> |                        |                                        |                                                                                                                                                                                                |         | اهداف المادة الدراسية |
| .9 استراتيجيات التعليم والتعلم                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                        |                                        |                                                                                                                                                                                                |         |                       |
| Lecture, discussion, questioning, and collaborative learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                        |                                        |                                                                                                                                                                                                |         | Strategies            |
| .10 بنية المقرر                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                        |                                        |                                                                                                                                                                                                |         |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | طريقة التعلم           | اسم الوحدة او الموضوع                  | مخرجات التعلم المطلوبة                                                                                                                                                                         | الساعات | Week                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Lecture and discussion | Fundamentals of Educational Psychology | An introduction to .educational psychology<br>Definition of Educational Psychology<br>The importance of .educational psychology<br>The goals of educational .psychology<br>The relationship of |         | 1                     |

|  |                                          |                                           |                                                                                                                                                                                                                                                                                               |  |   |
|--|------------------------------------------|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---|
|  |                                          |                                           | educational psychology to<br>.other sciences                                                                                                                                                                                                                                                  |  |   |
|  | Lecture and<br>discussion                | Fundamentals of<br>Educational Psychology | Desirable teacher<br>. personality traits<br>A. Psychological<br>characteristics B. Physical<br>.characteristics<br>characteristics (d) and<br>.social characteristics<br><br>The function of -<br>educational psychology                                                                     |  | 2 |
|  | Lecture                                  | Fundamentals of<br>Educational Psychology | Explaining the -<br>.educational process<br>The educational process -<br>and educational psychology<br>the axes of the)<br>effectiveness of the<br>(educational process<br>Factors affecting the<br>effectiveness of the<br>.educational process                                              |  | 3 |
|  | Lecture and<br>discussion                | Motivation in learning                    | .Defining motivation<br>The educational functions<br>of motivation are: A. The<br>.consultative function. B<br>.The predictive function<br>.C. The motivating function<br>D. The punitive or<br>.corrective function<br>Strategies for consulting<br>students' motivation<br>towards learning |  | 4 |
|  | Lecture and<br>questioning               | Memory and forgetting                     | Definition of memory<br>The importance of studying<br>.memory<br>Contemporary perspectives<br>on interpreting the nature<br>.and patterns of memory<br>A. Cognitive perspective                                                                                                               |  | 5 |
|  | Lecture                                  | Memory and forgetting                     | B. The behavioral<br>perspective. C. The Gestalt<br>.perspective<br>First monthly test                                                                                                                                                                                                        |  | 6 |
|  |                                          |                                           | First monthly test                                                                                                                                                                                                                                                                            |  | 7 |
|  | Lecture and<br>collaborative<br>learning | Memory and forgetting                     | Mechanisms of how<br>.memory works<br>Factors affecting the<br>.memory process<br>Ways to improve the<br>memory process                                                                                                                                                                       |  | 8 |
|  | Lecture and                              | Memory and forgetting                     | Definition of -                                                                                                                                                                                                                                                                               |  | 9 |

|                       |                         |                              |                                                                                                                                                                                                                                                                                                                                                                                   |  |    |
|-----------------------|-------------------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----|
|                       | discussion              |                              | .forgetfulness<br>.Causes of forgetfulness -<br>A theory explaining forgetting: prior interference (retroactive suppression) and subsequent interference (suppression)<br>Progressive                                                                                                                                                                                             |  |    |
|                       | Lecture and discussion  | Transfer of training effects | The importance of studying the transfer of training effects<br>Definition of training transfer<br>Dimensions of training transfer<br>The transfer of training effects                                                                                                                                                                                                             |  | 10 |
|                       | Lecture and questioning | feedback                     | .Feedback<br>.Definition of feedback<br>. Feedback parameters<br>.Dimensions of feedback<br>.Types of feedback                                                                                                                                                                                                                                                                    |  | 11 |
|                       | Lecture                 |                              | Second monthly test                                                                                                                                                                                                                                                                                                                                                               |  | 12 |
|                       | Lecture and discussion  | Learning                     | .Definition of learning<br>Conditions for good learning<br>Learning and acquiring language                                                                                                                                                                                                                                                                                        |  | 13 |
|                       | Lecture and discussion  | Learning                     | Learning and acquiring motor skills<br>Learning and the characteristics of skilled performance<br>Learning theories and laws<br>.Discovery and learning<br>Learning curves                                                                                                                                                                                                        |  | 14 |
| Course Evaluation .11 |                         |                              |                                                                                                                                                                                                                                                                                                                                                                                   |  |    |
| Learning Resources 12 |                         |                              |                                                                                                                                                                                                                                                                                                                                                                                   |  |    |
|                       |                         |                              | Required textbooks (methodology, if applicable)                                                                                                                                                                                                                                                                                                                                   |  |    |
|                       |                         |                              | (Main references (sources                                                                                                                                                                                                                                                                                                                                                         |  |    |
|                       |                         |                              | :Al-Turaihi, Fahim Hussein and Hammadi, Hussein Rabie<br>Principles of Educational Psychology, Dar Al-Sadiq<br>.2004 ,Cultural Foundation, 5th edition<br>Abbas Karmash, Hawraa: Educational Psychology, 2nd<br>ed., Dar Al-Sadiq Cultural Foundation<br>Al-Rubaie, Shawq Saheb: Fundamentals of Educational<br>Psychology<br>2004 ,Dar Al-Sadiq Cultural Foundation, 1st edition |  |    |
|                       |                         |                              | Recommended supporting books and (.references (scientific journals – reports, etc                                                                                                                                                                                                                                                                                                 |  |    |
|                       |                         |                              | Electronic references – Internet resources                                                                                                                                                                                                                                                                                                                                        |  |    |



|                                                                              |                          |
|------------------------------------------------------------------------------|--------------------------|
| 1. asm almarkabati                                                           |                          |
|                                                                              |                          |
| 1. ramz jah                                                                  |                          |
|                                                                              |                          |
| 2025-2026 alfasl / alsunat : alfasl aldirasiu al'awal min aleam aldirasii .1 |                          |
| tarikh 'iiedad hadha alwasf : 27/1/2026                                      |                          |
|                                                                              |                          |
| 'aw alhudur almutahi: huduriun                                               |                          |
| eadad alwahadat alkulia (2) eadad alwahadat alkulia (2)                      |                          |
| asm almuqarar almuqarar alqada' adha akthur min asm tamanue                  |                          |
| aliasmi: : <a href="mailto:Leithjanabi@gmail.com">Leithjanabi@gmail.com</a>  |                          |
| albarid al'iilikturni:D.R. LAITH JANABI                                      |                          |
| aihdef alqada                                                                |                          |
| eadam alqudrat ealaa aidtirab .1                                             | aihdef almadat aldirasia |
| 2.anzieaj bayn allughat waltawasul                                           |                          |
| 3. la yatatalab al'amr altawasul bishakl eamin                               |                          |
| 4. an yubayin altalaq                                                        |                          |
| 5. an sinf madat altawasul                                                   |                          |
| astirtijaat altaelim waltaealum : almuhadarat walmunaqashat wal'akhdh        |                          |
| : almuhadarat walmunaqashat wal'akhdh                                        |                          |
| 10 -nizam alhukm                                                             |                          |

|            |          |                                                                                     |                                    |                                  |  |
|------------|----------|-------------------------------------------------------------------------------------|------------------------------------|----------------------------------|--|
| ausbu<br>e | alsaaeat | mukhrajat altaealum almatluba                                                       | aism alwahdat aw<br>almawdue       | tariqat<br>altaealu<br>m         |  |
| 1          | 2        | yubayin mafhum alkalam alnutq<br>altawasul                                          | mafhum alkalam<br>walnutq wallugha | almuna<br>qasha                  |  |
| 2          | 2        | tataearaf ealaa 'ashkal<br>wamukawinat altawasul                                    | 'ashkal wamukawinat<br>altawasul   | almuha<br>darat<br>wal'ijab<br>a |  |
| 3          | 2        | dabt altawasul ghayr alqabil<br>liltasaruf (harki, majani, murtabit<br>biallughati) | altawasul mae alghayr<br>muqabil   | almuna<br>qasha                  |  |
| 4          | 2        | altawasul alfidiyu (alsawtu,<br>alnutq w allughatu, altalaqi,<br>alnutqi)           | alwasayit alfidiya                 | almuha<br>darat<br>wal'ijab<br>a |  |
| 5          | 2        | adtirab alharaka                                                                    | mafhum alwasilat<br>liltawasul     | almuna<br>qasha                  |  |
| 6          | 2        | an la yatimu tahdiduha lilwasayit                                                   | تصنيف اضطرابات التواصل             | almuha<br>darat<br>wal'ijab<br>a |  |
| 7          | 2        | tueraf ealaa sabab adtirab<br>altawasul                                             | aliasbab alati tataealaq           | almuha<br>darat<br>wal'ijab<br>a |  |
| 8          | 2        | an tusabib adtirabat alsawt<br>( tabaqat , naweiat , dantil ,<br>rnin )             | kulu alsawt                        | almuha<br>darat<br>wal'ijab<br>a |  |

|    |   |                                                                                        |                              |                 |  |
|----|---|----------------------------------------------------------------------------------------|------------------------------|-----------------|--|
| 9  | 2 | an la yatatalab alnutq (alhadhf-<br>alabdal - altahrifi-aladafatu)                     | kamil alnutq                 | almuna<br>qasha |  |
| 10 | 2 | an huduth adtirabat allugha<br>(alshaki -                                              | allugha                      |                 |  |
| 11 | 2 | tayataearaf ealaa sanif eumum<br>allughat wamazahiriha                                 | tasnif aliaidtirabat         |                 |  |
| 12 | 2 | ayfahum adtirabat altalaq<br>(altaata'u-altalaetham - alsureat<br>alzaayidat - taqdir) | altalaq                      | almuna<br>qasha |  |
| 13 | 2 | alhubsat alkalamia (bruka' -<br>firinik -altawasul altasmia )                          | alhabasat alkalamia          |                 |  |
| 14 | 2 | eilaj wasayil altawasul                                                                | eilaj alhabasat<br>alkalamia | almuna<br>qasha |  |
| 15 | 2 | albarnamaj altarbawiu lil'atfal<br>aleamilin fi majal altawasul                        | albaramij altarbawia         |                 |  |

taqyim alqarari:

tawzie aldarajat ealaa almumathil almusajal laha altaalib mithl altahdir alyawmii  
walaimtihanat alyawmiat walshafawiat walshahria  
waltahrirat waltaqarir .... alkh

|                                                                                                                                                                           |                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| 1 alkhatib jamal muhamad ( 2015 ) 'usaliy alnutq<br>walkalam altashkhis waleilaj<br>2 alsartawi, zidan wakharun ( 2013) madkhal<br>alaa altawasul . eamaan ; dar alfikr . | almarajje alrayiysia (almasadiri) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|

## Course description template

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Course Name . ١                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                       |
| Sign language (practical)                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                       |
| Course code . ٢                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                       |
| And at 200                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                       |
| Semester/Year . ٣                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                       |
| Second semester 2025-2026                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                       |
| Date this description was prepared . ٤                                                                                                                                                                                                                                                                                                                                                                                                                                       |                       |
| 2026/1/27                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                       |
| 5. Available attendance formats                                                                                                                                                                                                                                                                                                                                                                                                                                              |                       |
| My                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |
| attendance . 6. Number of study hours (total) / Number of units (total)                                                                                                                                                                                                                                                                                                                                                                                                      |                       |
| Total number of units (2) Total number of hours (2)                                                                                                                                                                                                                                                                                                                                                                                                                          |                       |
| 7. Name of Course Coordinator ( if more than one name is used, please state ) : Prof. Dr.                                                                                                                                                                                                                                                                                                                                                                                    |                       |
| Galal Aziz Farman, <a href="mailto:basic.galal.aziez@uobabylon.edu.iq">basic.galal.aziez@uobabylon.edu.iq</a> The tendencies are                                                                                                                                                                                                                                                                                                                                             |                       |
| Name: M.M. Ali Kadhum Jawad                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                       |
| <a href="mailto:bas193.ali.kadhumi@uobabylon.edu.iq">bas193.ali.kadhumi@uobabylon.edu.iq</a> Email                                                                                                                                                                                                                                                                                                                                                                           |                       |
| Name: M.M. Aya Ali Abbas                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                       |
| <a href="mailto:bas396.a.ali@uobabylon.edu.iq">bas396.a.ali@uobabylon.edu.iq</a> Email                                                                                                                                                                                                                                                                                                                                                                                       |                       |
| ٨. اهداف المقرر                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                       |
| <ul style="list-style-type: none"> <li>• Training students to describe and apply the Arabic sign language alphabet.</li> <li>• Training students on basic number signs.</li> <li>• Using signs in introductory and communicative situations that simulate the educational environment.</li> <li>• Training students to use the approved sign language dictionary to search for signs.</li> <li>• Implementing social communication scenarios using sign language.</li> </ul> | اهداف المادة الدراسية |
| ٩. استراتيجيات التعليم والتعلم                                                                                                                                                                                                                                                                                                                                                                                                                                               |                       |
| Learning by doing, cooperative learning, role-playing, demonstration and modeling, observation and imitation-based learning, immediate feedback, guided self-learning.                                                                                                                                                                                                                                                                                                       | الاستراتيجية          |
| ١٠. بنية المقرر                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                       |

| طريقة التقييم                                                                                                              | طريقة التعلم                                                                                                         | اسم الوحدة او الموضوع                                                                                                              | مخرجات التعلم المطلوبة                                                                                               | الساعات | الأسبوع        |
|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------|----------------|
| Performance observation, verbal evaluation                                                                                 | Practical training, applied discussion                                                                               | The student should be able to understand and practically                                                                           | be able to understand and practically apply the concept of language as a means of non-verbal communication. The      | 2       | First week     |
| Performance observation, a practical activity                                                                              | Cooperative learning, role-playing situations                                                                        | The difference between language, sign language, and hearing                                                                        | student should also be able to practically differentiate between spoken language, sign language, and nonverbal cues. | 2       | Week 2         |
| practical control                                                                                                          | Individual and group practical training                                                                              | The guiding principles are for the student to apply the correct finger spelling techniques for using the finger spelling alphabet. |                                                                                                                      | 2       | Week 3         |
| The articulation of letters from (A) to (S) is demonstrated through a practical test and modeling.                         |                                                                                                                      |                                                                                                                                    | (S) accurately.                                                                                                      | 2       | Week 4         |
| The student will perform a practical test on the articulation points of the letters (y) and (y).                           |                                                                                                                      |                                                                                                                                    | The letters from (y) to (y) are spelled correctly.                                                                   | 2       | Week 5         |
| Practical task, performance observation                                                                                    | the Arabic sign language alphabet in practical training activities, specifically in converting Arabic to form words. | The finger alphabet description aims to enable students to use sign language fingers                                               |                                                                                                                      | 2       | Week 6         |
| practical test, and applied activities for numbers and operations, including number signs and arithmetic operations.       |                                                                                                                      | The student will use pointer fingers in practical training, a Simple arithmetic.                                                   |                                                                                                                      | 2       | Week 7         |
| education signs, perform applied learning activities, and role-play special education signs in educational situations. The |                                                                                                                      | The student will be able to identify categories of special education signs in educational situations. The                          |                                                                                                                      | 2       | Week 8         |
| Practical training on practical approved by the dictionary, self-learning, Ministry                                        |                                                                                                                      | About the dictionary:                                                                                                              | student will use the approved sign language dictionary to extract the correct signs.                                 | 2       | Week 9         |
| Practical assignment Collaborative learning, sign language dialogues                                                       |                                                                                                                      | The student should perform family and relatives sign language within a sign language dialogue.                                     |                                                                                                                      | 2       | Week 10        |
| Practical training, performance observation Descriptive activities                                                         |                                                                                                                      | House and furniture                                                                                                                | The student should use house and furniture vocabulary signs in the descriptive description.                          | 2       | Week Eleven    |
| Role-playing scenarios, practical test, applied training                                                                   |                                                                                                                      | The student should use greeting and salutation signs.                                                                              | Greetings and salutations in social                                                                                  | 2       | Week 12        |
| Learn by doing; practical evaluation of presentation and modeling.                                                         |                                                                                                                      | situations. The student should be able to use color sign                                                                           | Colors and their use in                                                                                              | 2       | Week the third |

|                                                                |                                      |                                                                                         |                        |   |                 |
|----------------------------------------------------------------|--------------------------------------|-----------------------------------------------------------------------------------------|------------------------|---|-----------------|
|                                                                |                                      |                                                                                         | Describing things.     |   | The             |
| practical control                                              | Collaborative learning, role-playing | The student should be able to identify the parts of the human body using sign language. |                        | 2 | fourteenth week |
| Practical training, performance observation, learning by doing |                                      | means of transport signals in a simple sign language dialogue.                          | The student should use | 2 | Week fifteen    |

### ١١. تقييم المقرر

Grade distribution: Monthly practical exam (1) (12 marks) and monthly theoretical exam (2) (14 marks each), in addition to a final practical exam (20 marks) and a final theoretical exam (40 marks).

### ١٢. مصادر التعلم والتدريس

|                                                                           |                                                                       |
|---------------------------------------------------------------------------|-----------------------------------------------------------------------|
| There is no                                                               | الكتب المقررة المطلوبة ( المنهجية أن وجدت )                           |
| A guide to Unified Arabic Sign Language for the Deaf and Hard of Hearing  | المراجع الرئيسية ( المصادر )                                          |
| There is no                                                               | الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية، التقارير.... ) |
| Reliable instructional videos demonstrating correct signaling performance | المراجع الإلكترونية ، مواقع الانترنت                                  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 1. Communication disorders (speech and language)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                              |
| 2. Course Code                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                              |
| 3. Term/Year: First semester of the 2025-2026 academic year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                              |
| 4. Date this description was prepared : 2026/1/22:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                              |
| 5. Available attendance formats: In-person / On-site                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                              |
| 6. Total study hours: 3 hours/week, 15 units/45 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                              |
| In the second practical semester                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                              |
| 7. Name of the course instructor (if more than one is                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                              |
| required): <b>Dr. Laith Hadi Marzouq / Theoretical. Email: <a href="mailto:Leithjanabi@gmail.com">Leithjanabi@gmail.com</a></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                              |
| <b>M.M. Ammar Ali Abbas/Practical</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                              |
| <b>M. Nours Hadi Aziz/My work</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                              |
| ٨. اهداف المقرر                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                              |
| <p>1. To distinguish the concepts of speech, pronunciation, language, and communication.</p> <p>2. To apply forms and components of communication.</p> <p>3. To utilize non-verbal communication.</p> <p>4. To identify the elements of verbal communication.</p> <p>On the basis of communication disorders. 5. To know practically</p> <p>6. To classify communication disorders. 7. To link the causes of communication disorders to their manifestations.</p> <p>8. To distinguish between voice disorders.</p> <p>9. To identify the types of speech disorders.</p> <p>10. To analyze language disorders.</p> <p>11. To distinguish between classifications of language disorders.</p> <p>12. To recognize divorce disorders.</p> <p>13. To identify the characteristics of speech aphasia.</p> <p>14. To design an initial treatment plan. 15. To enhance communication.</p> | <p>اهداف المادة الدراسية</p> |

| 9. استراتيجيات التعليم والتعلم                                                                                    |                                                                                                                   |                                                            |         |            |
|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|---------|------------|
| Use of audio-visual aids<br>Using the practical laboratory, discussion, lecture strategy, and Braille laboratory. |                                                                                                                   |                                                            |         | Strategies |
| طريقة التعلم                                                                                                      | اسم الوحدة او الموضوع                                                                                             | مخرجات التعلم المطلوبة                                     | الساعات | Week       |
| Lecture and discussion                                                                                            | Distinguishing between concepts: Basic concepts of speech and pronunciation; speech, language, and communication; | Lecture and discussion                                     |         |            |
| Braille lecture/lab;                                                                                              | Distinguishing between the basic concepts of speech, pronunciation, language, and communication                   |                                                            | 3       | 1          |
| collaborative learning lecture;                                                                                   | Forms and Components of Communication;                                                                            | Applying forms of communication; identifying communication | 2 & 3   |            |
| practical lab                                                                                                     | Communication;                                                                                                    | identifying communication                                  | 3       |            |
| discussion                                                                                                        | Verbal Communication;                                                                                             | elements; practical identification of disorders;           | 3       | 4          |
| Classification                                                                                                    | Communication Disorders;                                                                                          | classifying disorders; linking                             | 3       | 5          |
| of Communication Disorders; Cooperative Learning;                                                                 |                                                                                                                   | causes to manifestations;                                  | 3       | 6          |
| Causes and Manifestations of Disorders; Lecture; Lecture +                                                        |                                                                                                                   | distinguishing disorders;                                  | 3       | 7          |
| Braille; Voice Disorders; Practical Lab; Speech Disorders;                                                        |                                                                                                                   | identifying types;                                         | 3       | 8          |
| Lecture on                                                                                                        | Language Disorders;                                                                                               | analyzing language disorders;                              | 3       | 9          |
| Voice Disorders; Discussion of Speech Disorders                                                                   |                                                                                                                   | distinguishing voice disorders;                            | 3       | 10         |
| Discussion + My Blindness                                                                                         |                                                                                                                   | identifying types;                                         | 3       | 11         |
| discussion                                                                                                        | Language disorders,                                                                                               | analyzing language disorders;                              | 3       | 12         |
| Lab + Discussion Lecture                                                                                          | aphasia, treatment                                                                                                | identifying characteristics;                               | 3       | 13         |
|                                                                                                                   | plan, educational                                                                                                 | designing a preliminary                                    | 3       | 14         |
| Study plan                                                                                                        | program                                                                                                           | plan; preparing an educational program.                    | 3       | 15         |

|                                                                                                                                                                                                                                                                                  |                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| The grade is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams,                                                                                                                                     | Course evaluation                                  |
| reports, etc. (Al- Hadidi, Mona: 2011 Speech and Language Disorders in Children; Al-Khatib, Jamal Muhammad: 2013 Speech and Language Disorders; Al-Khouli, Abdul Karim, 2005: Language and Speech Disorders; Al-Waqfi, Rafe', 2010: Communication Disorders and Their Diagnosis) | Main References (Sources)                          |
| Is there                                                                                                                                                                                                                                                                         | Books and supporting references recommended by the |
| Is there                                                                                                                                                                                                                                                                         | electronic reference                               |

## model a description The course

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| <b>name The course</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          | .١                           |
| <b>Sign language (theory)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   |                              |
| <b>code The course</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          | .٢                           |
| /                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                              |
| <b>the chapter / Year</b>                                                                                                                                                                                                                                                                                                                                                                                                                                       | .٣                           |
| <b>2025-2026</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |                              |
| <b>date numbers this Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                            | .٤                           |
| <b>2026/1/27</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |                              |
| <b>5. shapes the audience Available</b>                                                                                                                                                                                                                                                                                                                                                                                                                         |                              |
| <b>My presence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              |                              |
| <b>6. number Hours Study ( The whole ) / number Units ( Total )</b>                                                                                                                                                                                                                                                                                                                                                                                             |                              |
| <b>Total number of units (2) Total number of hours (2)</b>                                                                                                                                                                                                                                                                                                                                                                                                      |                              |
| <b>7. name responsible The course Academic ( if more from name (It is mentioned )</b>                                                                                                                                                                                                                                                                                                                                                                           |                              |
| <b>Name: Prof. Dr. Jalal Aziz Farman</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |                              |
| <b><a href="mailto:basic.galal.aziez@uobabylon.edu.iq">basic.galal.aziez@uobabylon.edu.iq</a></b>                                                                                                                                                                                                                                                                                                                                                               |                              |
| <b>٨. اهداف المقرر</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          |                              |
| <p>Upon successfully completing this course, the student is expected to be able to:</p> <p>The student should be able to practically differentiate between language, sign language, and hint language.</p> <p>The student should apply the correct principles for using the finger alphabet.</p> <p>The student should perform the letter signs from (A) to (S) accurately.</p> <p>The student should perform the letter signs from (ش) to ( ي ) correctly.</p> | <p>اهداف المادة الدراسية</p> |

The student should use the Arabic sign language alphabet to form words.

The student should use number signs and simple arithmetic operations.

The student should perform the signs of special education categories in educational situations.

The student should use the approved sign language dictionary to extract the correct signs.

The student should perform family and relatives' signs within a sign language dialogue.

The student should use house and furniture vocabulary signs in the descriptive sign language.

The student should be able to use greeting and peace signs in social situations.

The student should perform color cues and use them to describe things.

The student should identify the parts of the human body using sign language.

The student should use transportation signals in a simple sign language dialogue.

٩. استراتيجيات التعليم والتعلم

Learning by doing, collaborative learning, role-playing, demonstration and modeling, observation and imitation-based learning, immediate feedback, guided self-learning.

الاستراتيجية

١٠. بنية المقرر

| طريقة التقييم                   | طريقة التعلم                | اسم الوحدة او الموضوع   | مخرجات التعلم المطلوبة                        | لساعات | الأسبوع |
|---------------------------------|-----------------------------|-------------------------|-----------------------------------------------|--------|---------|
| Performance observation, verbal | Practical training, applied | The concept of language | The student should be able to distinguish the | 2      | Week 1  |

|                                                      |                                                           |                                                                             |                                                                                                                    |          |               |
|------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------|---------------|
| <b>evaluation.</b>                                   | <b>discussion</b>                                         |                                                                             | <b>concept of language as a means of non-verbal communication and apply it practically.</b>                        |          |               |
| <b>Performance observation, practical activity</b>   | <b>Cooperative learning, role-playing situations</b>      | <b>The difference between language, sign language, and hinting</b>          | <b>The student should be able to practically differentiate between language, sign language, and hint language.</b> | <b>2</b> | <b>Week 2</b> |
| <b>practical control</b>                             | <b>Individual and group practical training</b>            | <b>Guiding principles in adopting the finger alphabet</b>                   | <b>The student should apply the correct principles for using the finger alphabet.</b>                              | <b>2</b> | <b>Week 3</b> |
| <b>practical control</b>                             | <b>Presentation and Modeling</b>                          | <b>The points of articulation of the letters from (A) to (S)</b>            | <b>The student should perform the letter signs from (A) to (S) accurately.</b>                                     | <b>2</b> | <b>Week 4</b> |
| <b>practical control</b>                             | <b>Presentation and Modeling</b>                          | <b>The points of articulation of the letters from (ش) to ((ي)</b>           | <b>The student should perform the letter signs from (ش) to (ي) correctly.</b>                                      | <b>2</b> | <b>Week 5</b> |
| <b>Practical assignment, performance observation</b> | <b>Practical training, language conversion activities</b> | <b>Description of the Arabic Sign Language Finger Alphabet</b>              | <b>The student should use the Arabic sign language alphabet to form words.</b>                                     | <b>2</b> | <b>Week 6</b> |
| <b>practical control</b>                             | <b>Practical training, applied activities</b>             | <b>Describing the pointer fingers for numbers and arithmetic operations</b> | <b>should use number signs and simple arithmetic operations.</b>                                                   | <b>2</b> | <b>Week 7</b> |
| <b>practical activity</b>                            | <b>Applied learning, role-playing</b>                     | <b>Signs for identifying special education categories</b>                   | <b>The student should perform the signs of special education categories in educational situations.</b>             | <b>2</b> | <b>Week 8</b> |
| <b>Practical assessment</b>                          | <b>Practical dictionary</b>                               | <b>About the Sign Language</b>                                              | <b>The student should use the approved</b>                                                                         | <b>2</b> | <b>Week 9</b> |

|                      |                                                 |                                     |                                                                                               |   |               |
|----------------------|-------------------------------------------------|-------------------------------------|-----------------------------------------------------------------------------------------------|---|---------------|
|                      | training, self-learning                         | Dictionary approved by the Ministry | sign language dictionary to extract the correct signs.                                        |   |               |
| Practical assignment | Collaborative learning, sign language dialogues | Family and relatives                | The student should perform family and relatives' signs within a sign language dialogue.       | 2 | Week 10       |
| Performance Notes    | Practical training, descriptive activities      | House and furniture                 | The student should use house and furniture vocabulary signs in the descriptive sign language. | 2 | Week Eleven   |
| practical control    | Role-playing scenarios, practical training      | Greetings and peace                 | The student should be able to use greeting and peace signs in social situations.              | 2 | Week Twelve   |
| Practical assessment | Learn by doing, demonstrating and modeling      | colors                              | The student should perform color cues and use them to describe things.                        | 2 | Week 13       |
| practical control    | Collaborative learning, role-playing            | Parts of the human body             | The student should identify the parts of the human body using sign language.                  | 2 | Week Fourteen |
| Performance Notes    | Practical training, learning by doing           | Transportation                      | The student should use transportation signals in a simple sign language dialogue.             | 2 | Week fifteen  |

١١. تقييم المقرر

Grade distribution: Monthly practical exam (1) (12) marks and monthly theoretical exam (2) (14) marks each, in addition to a final practical exam of (20) marks and a final theoretical exam of (40) marks

١٢. مصادر التعلم والتدريس

الكتب المقررة المطلوبة ( المنهجية ان وجدت )

nothing

المراجع الأساسية (المصادر) **A guide to unified Arabic sign language for**

الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية، التقارير....)

11

المراجع الإلكترونية ، مواقع الانترنت

**the deaf and hard of hearing  
nothing**

**Reliable instructional videos demonstrating correct signal performance**

| <b>1. Asi Anqasiz: Teaching Thinking (Practical Aspect)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                  |                                    |                                                          |             |                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|------------------------------------|----------------------------------------------------------|-------------|------------------------------|
| <b>2. Ziz Anqsaz</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                  |                                    |                                                          |             |                              |
| <b>3. Semester / Female: Semester of the study, female, 2025-2026</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                  |                                    |                                                          |             |                              |
| <b>4. The date of the birth of the child : 25/1/2026</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                  |                                    |                                                          |             |                              |
| <b>5. Forms of the necessary induction: induction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                  |                                    |                                                          |             |                              |
| <b>6. Number of study units (2) Number of study units (2)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                  |                                    |                                                          |             |                              |
| <b>7. I will ask you to reduce the amount of money if I increase it.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                  |                                    |                                                          |             |                              |
| Fatima Hashi Zadh Anghadi      Alas: and<br><a href="mailto:bsc.fatima.gther@uobabylon.edu.iq">bsc.fatima.gther@uobabylon.edu.iq</a> : Ma'ala<br>and Dr. Ahmed Sayes Nafha      Prof. Dr. Hadz Haji Fanih                                                                                                                                                                                                                                                                                                                                                                              |                                                  |                                    |                                                          |             |                              |
| <b>٨. اهداف المقرر</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                  |                                    |                                                          |             |                              |
| <ul style="list-style-type: none"> <li>* That the student applies basic and higher-order thinking skills practically</li> <li>* That the student should be trained on the number of reasons for the use of the TRoC course (the educational program).</li> <li>* That the student acquires the skill of designing and adapting the thinking skills of people with special needs.</li> <li>* The student should master the Six Thinking Hats strategy during the monitoring sessions.</li> <li>* The role of environmental reports and software in developing mental skills.</li> </ul> |                                                  |                                    |                                                          |             | <b>اهداف المادة الدراسية</b> |
| <b>٩. استراتيجيات التعليم والتعلم</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                  |                                    |                                                          |             |                              |
| The plural of "al-asahajjat" is "al-ta'alab al-ta'awurah", "al-mak", "al-asf al-dhahrh", "al-makah", "lab al-abwar").                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                  |                                    |                                                          |             |                              |
| <b>١٠. بنية المقرر</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                  |                                    |                                                          |             |                              |
| Methods of<br>evaluating the curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Learning<br>methods                              | Name of the unit or topic          | Required learning outcomes                               | Seven hours |                              |
| m ÿ                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Mbým al-D, Matbir al-Talkýr, 'Arý 'Amalh         |                                    | Identifying the equipment of the mat and its accessories | 2           | 1                            |
| Work report                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Generalize measurement and visualization skills  |                                    | Applying thinking and intelligence tests                 | 2           | 2                            |
| Fragrant arching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Fighting training                                | Basic thinking applications        | Practice of comparison and disposition operations        | 2           | 3                            |
| General, my Lord                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | ulcer application                                | Visual arrangement skill           | The root of the bands is the root of the bands.          | 2           | 4                            |
| Brand                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Applications of creative thinking: brainstorming |                                    | Tulips with non-reversible slates for the t              | 2           | 5                            |
| Uncle's Tower                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | The test of his work                             | Assessing acquired skills          | Every day (applying) trust                               | 2           | 6                            |
| Father's classification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Playing the game                                 | Specialized thinking and education | Adapting thinking skills for disability                  | 2           | 7                            |

|                                                                                                                                                                                                                                                                                                      |                                 |                                                                                                                                                       |                                                                                                            |   |    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---|----|
|                                                                                                                                                                                                                                                                                                      |                                 |                                                                                                                                                       | The rhinoceros                                                                                             |   |    |
| Monitoring                                                                                                                                                                                                                                                                                           | m aka                           | Sératiohat M Alm K T                                                                                                                                  | Overcoming obstacles to thinking in the classroom                                                          | 2 | 8  |
| Arjaz file                                                                                                                                                                                                                                                                                           | General <small>the door</small> | Matber Barram Court 1(                                                                                                                                | Aboat application expands the scope of the project<br>IMP                                                  | 2 | 9  |
| Arjaz file                                                                                                                                                                                                                                                                                           | General <small>the door</small> | Matber Barram Court 2 (Six Hats                                                                                                                       | employing organizational and<br>interactive skills                                                         | 2 | 11 |
| Collective evaluation                                                                                                                                                                                                                                                                                | A session of                    | Strategies)                                                                                                                                           | Distinguishing the six thinking                                                                            | 2 | 11 |
| m ýý                                                                                                                                                                                                                                                                                                 | thinking aloud                  | Monitoring thought processes                                                                                                                          | patterns; applying metacognitive<br>processes;                                                             | 2 | 12 |
| Uncle's Tower                                                                                                                                                                                                                                                                                        | Miniature horror                | Design and educational content                                                                                                                        | and presenting innovative projects and                                                                     | 2 | 13 |
| Arching of the ra'ih                                                                                                                                                                                                                                                                                 | Display of ugliness             | Review of the course syllabus                                                                                                                         | innovations.                                                                                               | 2 | 14 |
| <b>11. Course Evaluation:</b><br>separate (00) : The truth First,<br><small>The following text appears to be a series of random characters and symbols: 12 digits</small><br>The chapter is: 22 dzja<br>THAT: HAQYY ANHU'Y (60 DZJA)<br>The end: 20 degrees<br>The end: 00 dzja<br>The end: 100 dzja |                                 |                                                                                                                                                       |                                                                                                            |   |    |
| <b>12 Learning Resources</b>                                                                                                                                                                                                                                                                         |                                 |                                                                                                                                                       |                                                                                                            |   |    |
|                                                                                                                                                                                                                                                                                                      |                                 |                                                                                                                                                       | The medical department (the methodology) was found                                                         |   |    |
|                                                                                                                                                                                                                                                                                                      |                                 | <b>Jarwan, Fatah (2222): Learning to Think - Concepts and Applications.</b><br><b>D. Penney, Edward: The Kerth Thinking Learning Program.</b>         | The main issue (the issue)                                                                                 |   |    |
|                                                                                                                                                                                                                                                                                                      |                                 |                                                                                                                                                       | The love and happiness of the people of the neighborhood (the fields of<br>knowledge – the aspirations...) |   |    |
|                                                                                                                                                                                                                                                                                                      |                                 | <b>* Website of the Edward de Penny Foundation.</b><br><b>* Platforms for training in higher-order thinking skills (s'Bloom)</b><br><b>.)Taxonomy</b> | The most recent developments                                                                               |   |    |

| <b>1.1. eman C ruoC :eman C ruoC (Tihpahp) taieihp)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                |                                        |                                           |            |                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|----------------------------------------|-------------------------------------------|------------|-----------------------|
| <b>2. eman C emoC esC</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                |                                        |                                           |            |                       |
| <b>3. ueuoCoie dCun 2026-5Cemro CoC eCn mm esC 2025 : rCun / esC esu eCn</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                |                                        |                                           |            |                       |
| <b>4. 2026/1/25 : nC eni eimr esi raobCn oueC</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                |                                        |                                           |            |                       |
| <b>5. Cn mr-nr : eluivubvC esC uaoiCreC su C</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                |                                        |                                           |            |                       |
| <b>6. )2( esC emvvChC mm esC eaod sman raobCn )2( evv srie raobCn</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                |                                        |                                           |            |                       |
| <b>and eeuoCoie esC man C nC mr ibvC twoC</b><br><b>I don't know what to do.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                |                                        |                                           |            |                       |
| eduoi - dueiou on sCo your ev :euoC<br><a href="mailto:bsc.fatima.gther@uobabylon.edu.iq">bsc.fatima.gther@uobabylon.edu.iq</a> : louiv<br>hnmm. nn. suioCn sueCo duvCs so-called esoCo 5uoCn umeCs                                                                                                                                                                                                                                                                                                                                                                              |                                |                                        |                                           |            |                       |
| <b>8. اهداف المقرر</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                |                                        |                                           |            |                       |
| <p>RTdhT ese se hsh -Ceh h bdhe heRb d naa d unhs ned es ehT .aTn snd<br/>                 Ceh h bdhe heRb d uh Tnsehd R bhh eh RR h Rs eh TRoC *<br/>                 .aTR Tnr se hR tse hdb n sRen aTRu hrh<br/>                 Ceh h bdhe heRb dn ebsTh eh hs Rs dhhs ese ned ndna se<br/>                 . ese se n sts shh sRT ahRa h es e hah sn ehhdh<br/>                 Cese se rn hh Tn hd se Ceh h bdhe heRb d rnh hT eh esT *<br/>                 .rnen se dsh bhhsRe hhhhsReh<br/>                 .shse rRdhTe h eeR R shh ned hRs enTh R dhth Ra rhe nhsh</p> |                                |                                        |                                           |            | اهداف المادة الدراسية |
| <b>9. استراتيجيات التعليم والتعلم</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                |                                        |                                           |            |                       |
| hR tse uTnseh RTrse i -TRRahTn sth hnTese i aTRu hr<br>.)a ndse -hsrb n sRe )TR h                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                |                                        |                                           |            | 5enueChiC             |
| <b>10. بنية المقرر</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                |                                        |                                           |            |                       |
| sdohte<br>he rhoces<br>silaoldvh<br>n                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | islcnv<br>of<br>the osdoh<br>t | envd hc dh vr nlos                     | dream aslcnvng<br>hodrhose                | shoce kssW |                       |
| eR h                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ITn s n<br>dhrReh Tn sRe       | Pe TRdb sRe R eh<br>It's getting dark. | Pdhe ssdse nuRTn RTd<br>hebsarhe ned RR h | 2          | 1                     |
| ITn s n<br>Here we go.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ARE HERE                       | MhnhbThrhe ned dsn eRh<br>s h s h      | aa dse ese se ned se hs he h<br>hh h      | 2          | 2                     |

|                                                                                                                                                                                                                                                                                  |                                      |                                  |                                                                               |   |    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|----------------------------------|-------------------------------------------------------------------------------|---|----|
|                                                                                                                                                                                                                                                                                  |                                      |                                  |                                                                               |   |    |
| RTrn sth<br>ohhhhh                                                                                                                                                                                                                                                               | isth<br>Tnseese                      | nhs that doesn't<br>sn Reh       | ITn is doing<br>RranTshRe ned<br>nhhsss n sRe<br>aTR hhhhh                    | 2 | 3  |
| IS RIGHT                                                                                                                                                                                                                                                                         | h ees n<br>naa sn sRe                | tshbn RT nes n sRe h s h         | shse rсед rnah se hn ese<br>hehTn                                             | 2 | 4  |
| hen                                                                                                                                                                                                                                                                              | uTnseh RTrs<br><small>and</small>    | aa s n sReh Rs<br>Thn sth ese se | se be Rethе<br>sRen<br>hR b sReh R aTRu hrh                                   | 2 | 5  |
| bhsehhh<br>dh Thh                                                                                                                                                                                                                                                                | aTn sn<br>Re TR                      | hhhhhse n ebsThd h s h           | sTh rRe e<br>hh )aTn sn                                                       | 2 | 6  |
| lhtsRTrne h htn<br>bn sRe                                                                                                                                                                                                                                                        | -TR h<br><small>this picture</small> | Cese se ned hah sn hdb n<br>sRe  | dna that ese that<br>hsh sRT that hh bn dshnus<br>sd                          | 2 | 7  |
| dsh bhhsRe hsrn sRe                                                                                                                                                                                                                                                              |                                      | hR tse -ITRu hr<br>h henTsRh     | thT Rrse<br>Ruh n hh R ese se se eh<br>nhhTRRr                                | 2 | 8  |
| IRT sR sR                                                                                                                                                                                                                                                                        | ARE HERE                             | T oC ITR Tnr inu )1              | aa dse lht ha sRe<br>TanehsRe CRR h<br>)IMP                                   | 2 | 9  |
| IRT sR sR                                                                                                                                                                                                                                                                        | ARE HERE                             | T oC ITR Tnr inu )2              | ra Rdse<br>RT nes n sRen ned se<br>hTn sRe hsh                                | 2 | 11 |
| TRba<br>ohhhhh                                                                                                                                                                                                                                                                   | sh bhhsRe<br>hhhsRe                  | esT rn he Tn h shh               | sh se bshese eh hsT ese<br>se hd hh aa dse rh                                 | 2 | 11 |
| eR h                                                                                                                                                                                                                                                                             | that one<br>Rb Rbd                   | MRes RTse eRb e<br>aTR hhhhh     | n R es<br>sth aTR hhhhh                                                       | 2 | 12 |
| bhsehhh<br>dh Thh                                                                                                                                                                                                                                                                | rses<br>aTRjh                        | hhs ese ne hdb<br>n sRen bes     | eh Red rRe and<br>hh )aTn sn                                                  | 2 | 13 |
| its<br>Tn hednT                                                                                                                                                                                                                                                                  | aThhe n sR<br><small>and</small>     | now we have Rs and RbThh         | lThhhe n sRe Rs ssen<br>aTRjh h ned<br>seeRtn sReh                            | 2 | 14 |
| :nhoces ailaoldvhn .11<br>)din e: esC CoC eCn euvCroun )00 without<br>mresvd nueeieuv dmni: 12 mire<br>esCmnCeieuv CoC eCn: 22<br>without )5Cemro: diruv u C oCre )60<br>without diruv nueeieuv Ccuo: 20<br>without diruv esCmnd: 00<br>without emeu without mmn esC eman C: 100 |                                      |                                  |                                                                               |   |    |
| <b>islcnyng sehocrse 12</b>                                                                                                                                                                                                                                                      |                                      |                                  |                                                                               |   |    |
|                                                                                                                                                                                                                                                                                  |                                      |                                  | )tCbainCo eCcebmmi )oCesmomvmhdF im u vieubvC                                 |   |    |
| nhnrs de Int - lciini Tldov )2222(: Fslrovng FovnWvng .s avrldvhne<br><small>.ms gnhh i atilct: Fos nh F FovnWvng ochgclo</small>                                                                                                                                                |                                      |                                  | ) maneC                                                                       |   |    |
|                                                                                                                                                                                                                                                                                  |                                      |                                  | tCemooCroCo a mneirh bmmi uro nCmCnCreC ).nC mne Cee<br>- eiCreimie fmanruv ( |   |    |
| . gnhh Thontldvhn ks evds he dos atilct ts *<br>( hctsc dovnWvng eWvaea-oaldehcoe ehc dclvnyng vn ovgosc *<br>)Bloom's Taxonomy                                                                                                                                                  |                                      |                                  | nreCnrCe nC maneC - lvCeenmrie nCmCnCreC                                      |   |    |

## Course Description Form

|                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course Name: Educational Psychology                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                |
| 1.                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                |
| 2. Course Code:                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                |
| 3. Semester / Year:2025-2026                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                |
| 4. Description Preparation Date: February 1, 2026                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                |
| 5. Available Attendance Forms: In-person                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                |
| 6. Number of Credit Hours (Total)    20    / Number of Units (Total) 2                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                |
| 7. Course administrator's name (mention all, if more than one name)                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                |
| <p>Name:</p> <p>Dr.</p> <p>saba</p> <p>lateef</p> <p>Abdul .....<br/> kadhi .....<br/> m .....</p> <p>Email:</p> <p><a href="mailto:bsc.sa">bsc.sa</a></p> <p><a href="mailto:ba.ab">ba.ab</a></p> <p><a href="mailto:dulka">dulka</a></p> <p><a href="mailto:dhim">dhim</a></p> <p><a href="mailto:@uob">@uob</a></p> <p><a href="mailto:abylo">abylo</a></p> <p><a href="mailto:n.edu">n.edu</a></p> <p><a href="mailto:ig">ig</a></p> |                                                                                                                                                                                                                                                                                                                                |
| 8. Course Objectives                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                |
| <p><b>Course Objectives</b></p>                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>■ Prepare and qualify specialists in Special Education to meet labor market requirements.</li> <li>■ Provide facts that enable teachers to achieve their professional goals.</li> <li>■ Appreciate the importance of human relations within classrooms in building students'</li> </ul> |

|  |                                                                                                                                                                                                                                                                                                        |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>personalities.</p> <ul style="list-style-type: none"> <li>■ Understand precise methods, evaluate student results, and reach the laws governing human behavior.</li> <li>■ Attain scientific psychological information that contributes to enhancing or hindering the educational process</li> </ul> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### 9. Teaching and Learning Strategies

|                 |  |
|-----------------|--|
| <b>Strategy</b> |  |
|-----------------|--|

### 10. Course Structure

| Week | Hours | Required Learning Outcomes       | Unit or subject name                                                | Learning method        | Evaluation method |
|------|-------|----------------------------------|---------------------------------------------------------------------|------------------------|-------------------|
| 1    | 2     | Basics of Educational Psychology | Introduction; Definition and Importance of Educational Psychology   | Lecture & Discussion   |                   |
| 2    | 2     | Basics of Educational Psychology | Goals of Educational Psychology; Relationship with other sciences.  | Lecture & Discussion   |                   |
| 3    | 2     | Learning                         | Definition of Learning; Conditions for effective learning.          | a lecture              |                   |
| 4    | 2     | Learning                         | Learning Theories (Behavioral and Cognitive)                        | Lecture and discussion |                   |
| 5    | 2     | Learning                         | Experimental facts, laws, and educational applications.             | . Lecture & Inquiry    |                   |
| 6    | 2     | The Educational                  | Interpretation of the process; Factors affecting its effectiveness. | .Lecture               |                   |
| 7    | 2     | Classroom Environment,           | teacher personality traits (Psychological, Physical,                | Lecture and            |                   |

|    |   |                      |                                                                              |                                 |  |
|----|---|----------------------|------------------------------------------------------------------------------|---------------------------------|--|
|    |   |                      | Mental, and Social).                                                         | discussion                      |  |
| 8  | 2 | Motivation           | Definition; Educational functions; Strategies to stimulate student           | .Lecture & Cooperative Learning |  |
| 9  | 2 | Memory & Forgetting  | \Definition and importance; Contemporary perspectives (Cognitive view).      | .Lecture & Discussion           |  |
| 10 | 2 | Memory & Forgetting  | Behavioral and Gestalt perspectives.                                         | .Lecture & Discussion           |  |
| 11 | 2 | Memory mechanisms    | \ Factors affecting recall; Forgetting (proactive/retroactive interference). | .Lecture & Inquiry              |  |
| 12 | 2 | Transfer of Learning | Definition, dimensions, and theories of transfer of training.Lecture         | .Lecture                        |  |
| 13 | 2 | feedback             | Definition, determinants, and dimensions of feedback.                        | .Lecture & Discussion           |  |
| 14 | 2 | teaching             | ThinkingDefinition, justifications, and trends in teaching thinking.         | . Lecture & Discussion          |  |
| 15 | 2 | eaching              | Obstacles and success fact                                                   | Lecture & Discussion            |  |

|                                                                                                                                                                     |  |  |  |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|                                                                                                                                                                     |  |  |  |  |  |
| 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)                                                                                                                       |  |  |  |  |  |
| Main references (sources)                                                                                                                                           |  |  |  |  |  |
| Recommended books and references<br>(scientific journals, reports...)                                                                                               |  |  |  |  |  |
| Electronic References, Websites                                                                                                                                     |  |  |  |  |  |

- •

Al-Tarihi, Fahem Hussein & Hammadi, Hussein Rabie: *Principles of Educational Psychology*, Dar Al-Sadiq Cultural Foundation, 5th Ed., 2004.

- Abbas Kirmash, Hawra: *Educational Psychology*, 2nd Ed., Dar Al-Sadiq Cultural Foundation.

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| Course Name: Teaching Thinking <b>.1</b>                                                                                                                                                                                                       |         |                                                           |                                      |               |                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----------------------------------------------------------|--------------------------------------|---------------|-----------------------|
| code The course <b>.2</b>                                                                                                                                                                                                                      |         |                                                           |                                      |               |                       |
| the chapter / Year : Second semester of the 2025-2026 academic year <b>.3</b>                                                                                                                                                                  |         |                                                           |                                      |               |                       |
| 1/2/2026 : date numbers this Description <b>.4</b>                                                                                                                                                                                             |         |                                                           |                                      |               |                       |
| shapes the audience Available : In-person <b>.5</b>                                                                                                                                                                                            |         |                                                           |                                      |               |                       |
| number Hours The study of the college <b>.6</b><br>(2) number Units All (2)                                                                                                                                                                    |         |                                                           |                                      |               |                       |
| name responsible The course Academic <b>.7</b><br>if more from name It is mentioned                                                                                                                                                            |         |                                                           |                                      |               |                       |
| Name: Prof. Dr. Haider Hatem Al-Ajrash<br>Email : basic.haider.hatem@uobabylon.edu.iq                                                                                                                                                          |         |                                                           |                                      |               |                       |
| .8 اهداف المقرر                                                                                                                                                                                                                                |         |                                                           |                                      |               |                       |
| <b>.1 To know how to think</b><br><b>.2 To show the nature of thinking</b><br><b>.3 To demonstrate the characteristics of thinking</b><br><b>.4 To distinguish between thinking skills</b><br><b>.5 To design activities to teach thinking</b> |         |                                                           |                                      |               | اهداف المادة الدراسية |
| .9 استراتيجيات التعليم والتعلم                                                                                                                                                                                                                 |         |                                                           |                                      |               |                       |
| Lecture, discussion, and questioning                                                                                                                                                                                                           |         |                                                           |                                      |               | Strategies            |
| .10 بنية المقرر                                                                                                                                                                                                                                |         |                                                           |                                      |               |                       |
| Week                                                                                                                                                                                                                                           | الساعات | مخرجات التعلم المطلوبة                                    | اسم الوحدة او الموضوع                | طريقة التعلم  |                       |
| 1                                                                                                                                                                                                                                              |         | To know how to think                                      | An introduction to teaching thinking | Lecture       |                       |
| 2                                                                                                                                                                                                                                              |         | that It shows the importance thinking                     | The importance of teaching thinking  | Lecture       |                       |
| 3                                                                                                                                                                                                                                              |         | To show the nature of thinking                            | Nature of thinking                   | Lecture       |                       |
| 4                                                                                                                                                                                                                                              |         | To explain the reason for thinking                        | ?Why do we think                     | discussion    |                       |
| 5                                                                                                                                                                                                                                              |         | To demonstrate the characteristics of thinking            | Characteristics of thinking          | interrogation |                       |
| 6                                                                                                                                                                                                                                              |         | To demonstrate the importance of teaching thinking skills | The importance of teaching thinking  | Lecture       |                       |
| 7                                                                                                                                                                                                                                              |         | To list thinking skills                                   | Types of thinking skills             | interrogation |                       |
| 8                                                                                                                                                                                                                                              |         | To demonstrate the importance of critical thinking        | critical thinking                    | interrogation |                       |
| 9                                                                                                                                                                                                                                              |         | To demonstrate the importance of creative thinking        | creative thinking                    | discussion    |                       |
| 10                                                                                                                                                                                                                                             |         | To demonstrate the importance                             | Design thinking                      | The debater   |                       |

|                                                                                                                                     |                                     |                                                       |                                                                                       |  |                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------------------------|---------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------|
|                                                                                                                                     |                                     |                                                       | <b>of design thinking</b>                                                             |  |                                                                                                                |
|                                                                                                                                     | <b>discussion</b>                   | <b>Methods of teaching thinking</b>                   | <b>To list methods of teaching thinking</b>                                           |  | <b>11</b>                                                                                                      |
|                                                                                                                                     | <b>Interrogation and discussion</b> | <b>Designing thinking activities in school</b>        | <b>To design activities to teach thinking skills in school</b>                        |  | <b>12</b>                                                                                                      |
|                                                                                                                                     | <b>Interrogation and discussion</b> | <b>Designing thinking activities in the classroom</b> | <b>To design activities to teach thinking in the classroom</b>                        |  | <b>13</b>                                                                                                      |
|                                                                                                                                     | <b>Interrogation and discussion</b> | <b>Evaluating thinking activities</b>                 | <b>To conduct activities to teach thinking</b>                                        |  | <b>14</b>                                                                                                      |
|                                                                                                                                     |                                     |                                                       |                                                                                       |  | <b>Course Evaluation .11</b><br><b>.Objective questions</b><br><b>Essay questions</b><br><b>Oral questions</b> |
| <b>Learning Resources 12</b>                                                                                                        |                                     |                                                       |                                                                                       |  |                                                                                                                |
| <b>(Required textbooks (methodology, if applicable)</b>                                                                             |                                     |                                                       |                                                                                       |  |                                                                                                                |
| <b>(Main references (sources</b>                                                                                                    |                                     |                                                       |                                                                                       |  |                                                                                                                |
| Ibrahim, Magdi Aziz (2005 AD) Teaching Literacy and .1<br>. Teaching Thinking, 1st ed., Cairo: Alam Al-Kutub                        |                                     |                                                       |                                                                                       |  |                                                                                                                |
| Jazwan , Fathi Abdul Rahman (1999) Teaching .2<br>-Thinking: Concepts and Applications, Cairo: Alam Al<br>Kutub                     |                                     |                                                       |                                                                                       |  |                                                                                                                |
| Al-Hassan, Hussam (1999 AD) The Development of<br>Thinking about the Child, Amman: Dar Al-Fikr for<br>. Publishing and Distribution |                                     |                                                       | Recommended (supporting books and<br>(.references (scientific journals – reports, etc |  |                                                                                                                |
| <a href="https://youtu.be/DwKYiLVDrGo?si=UVq5EQtqALLsjJnz">https://youtu.be/DwKYiLVDrGo?si=UVq5EQtqALLsjJnz</a>                     |                                     |                                                       | Electronic references – Internet resources                                            |  |                                                                                                                |

|                                                                                                  |
|--------------------------------------------------------------------------------------------------|
| <b>Course name: Teaching thinking .1</b>                                                         |
| <b>Code The decision .2</b>                                                                      |
| <b>2023-2024 the chapter / Year: The second semester of the academic year .3</b>                 |
| <b>2/25/2024 : date Preparation this Description .4</b>                                          |
| <b>shapes the audience Available : in person .5</b>                                              |
| <b>number hours Total number of studies .6</b><br><b>(2) Units All Y .(2 )</b>                   |
| <b>name responsible The decision .7</b><br><b>Academic if more from name</b><br><b>Mentioned</b> |
| Name: Prof. Dr. Haider Haltam Al-Ajrash<br>Email: basic.haider.hatem@uobabylon.edu.iq            |
| <b>.8 اهداف المقرر</b>                                                                           |

|                                                                                                                                                                                                                                                                                    |                            |                                         |                                                                                |                                                                                   |          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------|
| <p style="text-align: center;"><b>To know how to think .1</b><br/> <b>To show the nature of thinking .2</b><br/> <b>To show the characteristics of thinking .3</b><br/> <b>To distinguish between thinking skills .4</b><br/> <b>To design activities to teach thinking .5</b></p> |                            |                                         | اهداف المادة الدراسية                                                          |                                                                                   |          |
| ٩. استراتيجيات التعليم والتعلم                                                                                                                                                                                                                                                     |                            |                                         |                                                                                |                                                                                   |          |
| <b>Lecture, discussion and questioning</b>                                                                                                                                                                                                                                         |                            |                                         | Strategies                                                                     |                                                                                   |          |
| ١. بنية المقرر                                                                                                                                                                                                                                                                     |                            |                                         |                                                                                |                                                                                   |          |
|                                                                                                                                                                                                                                                                                    | طريقة التعلم               | اسم الوحدة او الموضوع                   | مخرجات التعلم المطلوبة                                                         | الساعات                                                                           | the week |
|                                                                                                                                                                                                                                                                                    | lecture                    | An introduction to teaching thinking    | To know how to think                                                           |                                                                                   | 1        |
|                                                                                                                                                                                                                                                                                    | lecture                    | The importance of teaching thinking     | that Shows the importance Thinking                                             |                                                                                   | 2        |
|                                                                                                                                                                                                                                                                                    | lecture                    | The nature of thinking                  | To show the nature of thinking                                                 |                                                                                   | 3        |
|                                                                                                                                                                                                                                                                                    | Discussion                 | ?Why do we think                        | To explain the reason for thinking                                             |                                                                                   | 4        |
|                                                                                                                                                                                                                                                                                    | Interrogation              | Characteristics of thinking             | To show the characteristics of thinking                                        |                                                                                   | 5        |
|                                                                                                                                                                                                                                                                                    | lecture                    | The importance of teaching thinking     | To show the importance of teaching thinking                                    |                                                                                   | 6        |
|                                                                                                                                                                                                                                                                                    | Interrogation              | Types of thinking skills                | To enumerate thinking skills                                                   |                                                                                   | 7        |
|                                                                                                                                                                                                                                                                                    | Interrogation              | Critical thinking                       | To show the importance of critical thinking                                    |                                                                                   | 8        |
|                                                                                                                                                                                                                                                                                    | Discussion                 | Creative thinking                       | To show the importance of creative thinking                                    |                                                                                   | 9        |
|                                                                                                                                                                                                                                                                                    | Your discussion            | Design thinking                         | To demonstrate the importance of design thinking                               |                                                                                   | 10       |
|                                                                                                                                                                                                                                                                                    | Discussion                 | Methods of teaching thinking            | To enumerate methods of teaching thinking                                      |                                                                                   | 11       |
|                                                                                                                                                                                                                                                                                    | Questioning and discussion | Designing thinking activities in school | To design activities to teach thinking in school                               |                                                                                   | 12       |
|                                                                                                                                                                                                                                                                                    | Questioning and discussion | Design thinking activities in class     | To design activities to teach thinking in the classroom                        |                                                                                   | 13       |
|                                                                                                                                                                                                                                                                                    | Questioning and discussion | Evaluation of thinking activities       | To conduct activities to teach thinking                                        |                                                                                   | 14       |
|                                                                                                                                                                                                                                                                                    |                            |                                         |                                                                                | .11 Course evaluation<br>Objective questions<br>Essay questions<br>Oral questions |          |
|                                                                                                                                                                                                                                                                                    |                            |                                         |                                                                                | learning resources 12                                                             |          |
|                                                                                                                                                                                                                                                                                    |                            |                                         |                                                                                | .(Required textbooks (methodology, if any                                         |          |
| .1 Ibrahim, Magdy Aziz (2005 AD) Literary Teaching and Teaching Thinking, 1st edition, Cairo: World of Books<br>.2 Jazwan, Fathi Abdel Rahman (1999) Teaching Thinking, Concepts and Applications, Cairo: Science of Books                                                         |                            |                                         | (Main references (sources                                                      |                                                                                   |          |
| Al-Hassan, Hissam (1999) The Development of Thinking about the Child, Amman: Dar Al-Fikr for Publishing and .Distribution                                                                                                                                                          |                            |                                         | Recommended supporting books - and references (scientific journals (...reports |                                                                                   |          |
| <a href="https://youtu.be/DwKYiLVDrGo?si=UVq5EQtqALLsjJnz">https://youtu.be/DwKYiLVDrGo?si=UVq5EQtqALLsjJnz</a>                                                                                                                                                                    |                            |                                         | Electronic references - Internet sources                                       |                                                                                   |          |

نموذج وصف المقرر 2023-2024

| / Course Name: Psychology Behavioral and Emotional Disorder -1<br>Second Year of Study                                                        |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |                                          |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|------------------------------------------|--|
| -:Course code -2                                                                                                                              |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |                                          |  |
| The semester/academic year of the course: The second semester of -3<br>(2025-2026) the academic year                                          |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |                                          |  |
| (26/02/2026) :Date this description was prepared -4                                                                                           |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |                                          |  |
| Available attendance formats: In person -5                                                                                                    |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |                                          |  |
| (3) :Total number of study hours: (3) hours . Total number of units -6<br>.units                                                              |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |                                          |  |
| ,The name of the course coordinator, if there is more than one name -7<br>.mention it                                                         |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |                                          |  |
| Name : Prof. Dr. Hawraa Abbas Karmash<br>Email : <a href="mailto:basic.hawraa.abbas@uobabylon.edu.iq">basic.hawraa.abbas@uobabylon.edu.iq</a> |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |                                          |  |
| :Course objectives -8                                                                                                                         |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |                                          |  |
| Course Objectives                                                                                                                             |       | <p>That recognizes student on concept Disturbances -1<br/>. Behavioral and emotional</p> <p>That He distinguishes student between Varieties -2<br/>. Disturbances Behavioral and emotional</p> <p>That compare student between features troubled -3<br/>. Behaviorally and emotionally</p> <p>that It is mentioned student Factors Injury With - 4<br/>.disturbances Behavioral</p> <p>that Classified student children troubled Behaviorally - 5<br/>. and emotionally</p> |                                               |                                          |  |
| Teaching and learning strategies -9                                                                                                           |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |                                          |  |
| Strategies                                                                                                                                    |       | Dialogue, discussion, and questioning                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                               |                                          |  |
| :Course structure -10                                                                                                                         |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |                                          |  |
| Week                                                                                                                                          | Hours | Required learning outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Unit or topic name                            | Learning method                          |  |
| 1                                                                                                                                             | 3     | Understanding the subject and applying it practically                                                                                                                                                                                                                                                                                                                                                                                                                       | The concept of disorders and their prevalence | Dialogue and discussion and interrogatio |  |

|    |   |                                                       |                                                                       |                                        |  |
|----|---|-------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------|--|
|    |   |                                                       |                                                                       | n                                      |  |
| 2  | 3 | Understanding the subject and applying it practically | Characteristics of behaviorally and emotionally disturbed individuals | , Dialogue ,discussion and questioning |  |
| 3  | 3 | Understanding the subject and applying it practically | American Psychiatric Association -Classification IV - DSM 5           | , Dialogue ,discussion and questioning |  |
| 4  | 3 | Understanding the subject and applying it practically | Medical classification                                                | , Dialogue ,discussion and questioning |  |
| 5  | 3 | Understanding the subject and applying it practically | Classification by severity of disorder                                | , Dialogue ,discussion and questioning |  |
| 6  | 3 | Understanding the subject and applying it practically | Psychological classification                                          | , Dialogue ,discussion and questioning |  |
| 7  | 3 | Understanding the subject and applying it practically | Causes of behavioral and emotional disorders                          | , Dialogue ,discussion and questioning |  |
| 8  | 3 | First month test                                      |                                                                       |                                        |  |
| 9  | 3 | Understanding the subject and applying it practically | Aggressive behavior - definition - symptoms) (treatment               | , Dialogue ,discussion and questioning |  |
| 10 | 3 | Understanding the subject and applying it practically | - Selfishness (Definition (Symptoms - Treatment                       | , Dialogue ,discussion and questioning |  |

|                                                                                                                          |   |                                                       |                                                                                                                                                                                                                                                            |                                       |  |
|--------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|--|
| 11                                                                                                                       | 3 | Understanding the subject and applying it practically | Stubbornness ,definition, symptoms) (treatment<br>Disruptive behavior ,definition, symptoms) (treatment                                                                                                                                                    | ,Dialogue ,discussion and questioning |  |
| 12                                                                                                                       | 3 | Understanding the subject and applying it practically | Drug and alcohol ,addiction (definition symptoms, and (treatment                                                                                                                                                                                           | ,Dialogue ,discussion and questioning |  |
| 13                                                                                                                       | 3 | Understanding the subject and applying it practically | Internet addiction ,definition, symptoms) (and treatment<br>- Lying (Definition (Symptoms - Treatment                                                                                                                                                      | ,Dialogue ,discussion and questioning |  |
| 14                                                                                                                       | 3 | Understanding the subject and applying it practically | Theories that explain behavioral and emotional disorders                                                                                                                                                                                                   | ,Dialogue ,discussion and questioning |  |
| 15                                                                                                                       | 3 | <b>Second month test</b>                              |                                                                                                                                                                                                                                                            |                                       |  |
| :Course evaluation -11                                                                                                   |   |                                                       |                                                                                                                                                                                                                                                            |                                       |  |
| .Facial expressions as a method of providing feedback to students -1<br>.Surprise test (QOS), written test, oral test -2 |   |                                                       |                                                                                                                                                                                                                                                            |                                       |  |
| :Learning and teaching resources -12                                                                                     |   |                                                       |                                                                                                                                                                                                                                                            |                                       |  |
| - Required textbooks and curriculum (if any)                                                                             |   |                                                       | nothing                                                                                                                                                                                                                                                    |                                       |  |
| - Main references (sources)                                                                                              |   |                                                       | Peter, Keep Peter (2010). Edit Building behavior Children " , house The march For publication" .Distribution, Amman, Jordan (2012 ) Zaghoul, Emad slave The Merciful - ,Disturbances emotionality behavior I have children . house sunrise , Oman , Jordan |                                       |  |
| - Recommended mainstream books and references (scientific journals, reports...)                                          |   |                                                       | nothing                                                                                                                                                                                                                                                    |                                       |  |
| - Electronic references - Internet sources.                                                                              |   |                                                       | nothing                                                                                                                                                                                                                                                    |                                       |  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                 |                    |                            |        |      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------|----------------------------|--------|------|
| / Course Title: Psychology of Behavioral and Emotional Disorders -1<br>Second Year                                                                                                                                                                                                                                                                                                                                                                                                         |                 |                    |                            |        |      |
| :Course Code -2                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                 |                    |                            |        |      |
| Semester/Academic Year: Second Semester of the Academic Year -3<br>(2025-2026)                                                                                                                                                                                                                                                                                                                                                                                                             |                 |                    |                            |        |      |
| (2026 ,26 Date of Preparation of this description: (February -4                                                                                                                                                                                                                                                                                                                                                                                                                            |                 |                    |                            |        |      |
| Available Attendance Methods: In-person -5                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |                    |                            |        |      |
| 3 :Total Credit Hours -6                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                 |                    |                            |        |      |
| : (Name of Course Instructor (if applicable -7                                                                                                                                                                                                                                                                                                                                                                                                                                             |                 |                    |                            |        |      |
| . Name: Prof. Dr. Hawraa Abbas Kurmash<br>Email: <a href="mailto:basic.hawraa.abbas@uobabylon.edu.iq">basic.hawraa.abbas@uobabylon.edu.iq</a>                                                                                                                                                                                                                                                                                                                                              |                 |                    |                            |        |      |
| :Course Objectives -8                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                 |                    |                            |        |      |
| For students to understand the concept of-1<br>.behavioral and emotional disorders<br>For students to differentiate between the-2<br>.types of behavioral and emotional disorders<br>For students to compare the characteristics -3<br>of individuals with behavioral and emotional<br>.disorders<br>For students to identify the factors .4<br>.contributing to behavioral disorders<br>The student should be able to classify .5<br>children with behavioral and emotional<br>.disorders |                 |                    | Course Objectives          |        |      |
| Teaching and Learning Strategies -9                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                 |                    |                            |        |      |
| Dialogue, Discussion, and Questioning                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                 |                    | Strategies                 |        |      |
| :Course Structure -10                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                 |                    |                            |        |      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Learning Method | Unit or Topic Name | Required Learning Outcomes | Hour s | Week |

|                           |                                                  |                                                                                    |                                                               |   |    |
|---------------------------|--------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------|---|----|
|                           | , Dialogue<br>, discussion<br>and<br>questioning | The Concept of<br>Disorders and<br>Their<br>Prevalence                             | Understanding<br>and Practical<br>Application of<br>the Topic | 3 | 1  |
|                           | , Dialogue<br>, discussion<br>and<br>questioning | Characteristics<br>of Individuals<br>with Behavioral<br>and Emotional<br>Disorders | Understanding<br>and Practical<br>Application of<br>the Topic | 3 | 2  |
|                           | , Dialogue<br>, discussion<br>and<br>questioning | American<br>Psychiatric<br>Association<br>Classification IV<br>5-DSM -             | Understanding<br>and Practical<br>Application of<br>the Topic | 3 | 3  |
|                           | , Dialogue<br>, discussion<br>and<br>questioning | Medical<br>Classification                                                          | Understanding<br>and Practical<br>Application of<br>the Topic | 3 | 4  |
|                           | , Dialogue<br>, discussion<br>and<br>questioning | Classification<br>According to the<br>Severity of the<br>Disorder                  | Understanding<br>and Practical<br>Application of<br>the Topic | 3 | 5  |
|                           | , Dialogue<br>, discussion<br>and<br>questioning | Psychological<br>Classification                                                    | Understanding<br>and Practical<br>Application of<br>the Topic | 3 | 6  |
|                           | , Dialogue<br>, discussion<br>and<br>questioning | Causes of<br>Behavioral and<br>Emotional<br>Disorders                              | Understanding<br>and Practical<br>Application of<br>the Topic | 3 | 7  |
| <b>First Monthly Test</b> |                                                  |                                                                                    |                                                               | 3 | 8  |
|                           | , Dialogue<br>, discussion<br>and<br>questioning | Irritable<br>Behavior<br>- Definition)<br>- Symptoms<br>(Treatment                 | Understanding<br>and Practical<br>Application of<br>the Topic | 3 | 9  |
|                           | , Dialogue<br>, discussion<br>and<br>questioning | Selfishness<br>- Definition)<br>- Symptoms<br>(Treatment                           | Understanding<br>and Practical<br>Application of<br>the Topic | 3 | 10 |
|                           | , Dialogue<br>, discussion                       | Stubbornness -<br>- Definition)                                                    | Understanding<br>and Practical                                | 3 | 11 |

|                                                                                                                                                                                                                                                                     |                                       |                                                                                                    |                                                      |   |    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------|---|----|
|                                                                                                                                                                                                                                                                     | and questioning                       | - Symptoms (Treatment Disruptive - Behavior - Definition) - Symptoms - (Treatment                  | Application of the Topic                             |   |    |
|                                                                                                                                                                                                                                                                     | ,Dialogue ,discussion and questioning | Drug and Alcohol Addiction - Definition) - Symptoms (Treatment                                     | Understanding and Practical Application of the Topic | 3 | 12 |
|                                                                                                                                                                                                                                                                     | ,Dialogue ,discussion and questioning | Internet-Addiction - Definition) - Symptoms (Treatment Lying - - Definition) - Symptoms (Treatment | Understanding and Practical Application of the Topic | 3 | 13 |
|                                                                                                                                                                                                                                                                     | ,Dialogue ,discussion and questioning | Theories that Explain Behavioral and Emotional Disorders                                           | Understanding and Practical Application of the Topic | 3 | 14 |
| Second Monthly Exam                                                                                                                                                                                                                                                 |                                       |                                                                                                    |                                                      | 3 | 15 |
| :Course Assessment -11                                                                                                                                                                                                                                              |                                       |                                                                                                    |                                                      |   |    |
| Facial Expressions, Student Feedback-1 Quizzes, Written Exams, Oral Exams -2                                                                                                                                                                                        |                                       |                                                                                                    |                                                      |   |    |
| :Learning and Teaching Resources -12                                                                                                                                                                                                                                |                                       |                                                                                                    |                                                      |   |    |
| None                                                                                                                                                                                                                                                                |                                       |                                                                                                    | Required Textbooks (if - : (applicable               |   |    |
| - Butros, Hafez Butros (2010). Modifying and Building Children's Behavior, Dar Al-Masirah for Publishing and Distribution, Amman, Jordan.<br>- Al-Zaghloul, Emad Abdul Rahim (2012). Emotional and Behavioral Disorders in Children, Dar Al-Shorouk, Amman, Jordan. |                                       |                                                                                                    | Main References - - : (Sources)                      |   |    |
| None                                                                                                                                                                                                                                                                |                                       |                                                                                                    | Recommended -                                        |   |    |

|      |                                                                |
|------|----------------------------------------------------------------|
|      | Common Books and References(Scientific :Journals, Reports, etc |
| None | - Electronic References :Internet Resources                    |

## Course Description Form

University of Babylon

College of Basic Education

Department of Special Education

|                          |                                                |
|--------------------------|------------------------------------------------|
| Course Name              | Educational Texts in English                   |
| Course Code              | Ed.Te.En 300                                   |
| Semester / Academic Year | First Semester / 2025–2026                     |
| Date of Preparation      | 27/01/2026                                     |
| Attendance Type          | On-campus                                      |
| Total Hours / Credits    | 3 Hours / 3 Credits                            |
| Course Coordinator       | Asst. Prof. Dr. Nawras Shakir Hadi<br>Al-Abbas |
| Email                    | bsc.nawras.mahdi@uobabylon.edu.iq              |

### Course Objectives

- Enable students to understand specialized English texts related to special students.
- Develop terminology related to learning disabilities and academic problems.
- Identify indicators and characteristics of learning disabilities.
- Understand academic problems in classroom environments.
- Introduce principles of instruction for students with learning difficulties.
- Enhance analytical reading and academic translation skills.
- Improve grammar competence in educational texts.
- Prepare students for independent academic reading.

### Teaching and Learning Strategies

- Interactive lectures
- Cooperative learning
- Classroom discussions

- Text analysis
- Concept-based learning
- Self-directed reading
- Brainstorming
- Applied grammar exercises

### Course Structure

| Week | Hours | Intended Learning Outcomes          | Unit/Topic                          | Teaching Method      | Assessment Method |
|------|-------|-------------------------------------|-------------------------------------|----------------------|-------------------|
| 1    | 3     | Define special students             | Special Students                    | Lecture              | Oral Questions    |
| 2    | 3     | Classify special students           | Special Students Classification     | Discussion           | Activity          |
| 3    | 3     | Define learning disabilities        | Students with Learning Disabilities | Lecture + Analysis   | Homework          |
| 4    | 3     | Identify characteristics            | Characteristics of LD               | Cooperative Learning | Quiz              |
| 5    | 3     | Recognize academic problems         | Academic Problems in Classroom      | Discussion           | Short Quiz        |
| 6    | 3     | Analyze causes of difficulties      | Causes of Academic Problems         | Text Analysis        | Homework          |
| 7    | 3     | Understand instructional principles | Principles of Instruction           | Lecture              | Oral Questions    |
| 8    | 3     | Apply instructional principles      | Applied Instruction                 | Cooperative Learning | Activity          |
| 9    | 3     | Identify indicators of LD           | Indicators of Learning Disabilities | Discussion           | Quiz              |
| 10   | 3     | Differentiate indicators            | Diagnostic Indicators               | Lecture + Analysis   | Activity          |

|    |   |                               |                    |                 |                         |
|----|---|-------------------------------|--------------------|-----------------|-------------------------|
| 11 | 3 | Understand grammar in context | Grammar in Context | Applied Lecture | Quiz                    |
| 12 | 3 | Apply grammar rules           | Applied Grammar    | Exercises       | Homework                |
| 13 | 3 | Analyze related texts         | Text Analysis      | Discussion      | Short Quiz              |
| 14 | 3 | Review terminology            | Revision           | Brainstorming   | Comprehensive Questions |
| 15 | 3 | Final preparation             | Final Review       | Open Discussion | Formative Assessment    |

### **Assessment**

Two written examinations (30 marks total: 15 each).

Continuous assessment (quizzes, participation, activities): 10 marks.

Total coursework: 40 marks.

Final examination: 60 marks.

### **Learning Resources**

Required Textbook:

- Al-Abbas, N. S., & Al-Jarrah, N. I. (2026). Educational Texts in English. Dar Al-Sadiq.

Main References:

- Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2022). Exceptional learners (15th ed.). Pearson.
- Heward, W. L. (2022). Exceptional children (12th ed.). Pearson.
- Lerner, J. W., & Johns, B. (2015). Learning disabilities and related disabilities: Strategies for success. Cengage Learning.

## Course Description Form

|                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Course Name:                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| General teaching methods                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 2. Course Code:                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 3. Semester / Year:                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Second course 2025/2026                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 4. Description Preparation Date:                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 16/9/2025                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 5. Available Attendance Forms:                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 6. Number of Credit Hours (Total) / Number of Units (Total)                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 3                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 7. Course administrator's name (mention all, if more than one name)                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Name: Nisreen qasim<br>Email: basic.nisreen.q@uobabylon.edu.iq<br>Name: laithjanaby leithjanabi@gmail.com |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 8. Course Objectives                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Course Objectives                                                                                         | <ul style="list-style-type: none"> <li>• Knows teaching theories.</li> <li>• 2- The number of teaching terr</li> <li>• 3- Clarify teaching skills.</li> <li>• 4- Know the concept of ac teaching.</li> <li>• 5- It shows the concept diversification of teaching : strategies.</li> <li>• 6- Number of commonly u teaching methods.</li> <li>• 7- The number of research-ba teaching methods.</li> <li>• 8- Know the concept cooperative and individ learning</li> <li>■ 9- Introduction of teach methods based on creativity : innovation.</li> </ul> |
| 9. Teaching and Learning Strategies                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Strategy                                                                                                  | 1- Tariqah al-Khanseh<br>2- The questioning method<br>3- The mental storm method<br>4- The method of playing cards                                                                                                                                                                                                                                                                                                                                                                                                                                     |

10. Course Structure

| Week | Hours | Required Learning Outcomes                               | Unit or subject name                              | Learning method           | Evaluation method |
|------|-------|----------------------------------------------------------|---------------------------------------------------|---------------------------|-------------------|
| 1    | 3     | Knows teaching theories                                  | The concept of teaching theories                  | Al-Makhshar questioning   | Daily Tests       |
| 2    | 3     |                                                          |                                                   |                           | Daily Tests       |
| 3    | 3     |                                                          |                                                   |                           | Daily Tests       |
| 4    | 3     | Knows teaching terms                                     | Teaching terms                                    | Mental storm              | Daily Tests       |
| 5    | 3     |                                                          |                                                   |                           | Daily Tests       |
| 6    | 3     |                                                          |                                                   |                           | Daily Tests       |
| 7    | 3     | Knows teaching skills                                    | Teaching skills                                   | Al-Makhshar               | Daily Tests       |
| 8    | 3     |                                                          |                                                   |                           | Daily Tests       |
| 9    | 3     |                                                          |                                                   |                           | Daily Tests       |
| 10   | 3     | He knows the teaching of al-afāl                         | Active teaching                                   | Discussion a questioning  | Daily Tests       |
| 11   | 3     |                                                          |                                                   |                           | Daily Tests       |
| 12   | 3     |                                                          |                                                   |                           | Daily Tests       |
| 13   | 3     | He knows how to diversify teaching and strategies        | Diversification of teaching and strategies        | Discussion a mental storm | Daily Tests       |
| 14   | 3     |                                                          |                                                   |                           | Daily Tests       |
|      |       |                                                          |                                                   |                           | Daily Tests       |
|      |       | It is known as 'commonly used teaching methods           | The concept of popular teaching methods           | Discussion a questioning  |                   |
|      |       |                                                          |                                                   |                           |                   |
|      |       |                                                          |                                                   |                           |                   |
|      |       | Knows research-based teaching methods                    | A Teaching methods based on research              | Al-Makhshar               |                   |
|      |       |                                                          |                                                   |                           |                   |
|      |       |                                                          |                                                   |                           |                   |
|      |       | Knows the concept of cooperative and individual learning | The concept of cooperative learning               | Playing card              |                   |
|      |       |                                                          |                                                   |                           |                   |
|      |       |                                                          |                                                   |                           |                   |
|      |       | He knows teaching methods based research and innovation  | Teaching methods based on research and innovation |                           |                   |
|      |       |                                                          |                                                   |                           |                   |
|      |       |                                                          |                                                   |                           |                   |

|                                                                                                                                                                    |  |  |                                                                                                                        |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|------------------------------------------------------------------------------------------------------------------------|--|--|
|                                                                                                                                                                    |  |  |                                                                                                                        |  |  |
| <b>11. Course Evaluation</b>                                                                                                                                       |  |  |                                                                                                                        |  |  |
| 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 |  |  |                                                                                                                        |  |  |
| <b>12. Learning and Teaching Resources</b>                                                                                                                         |  |  |                                                                                                                        |  |  |
| Required textbooks (curricular books, if any)                                                                                                                      |  |  | The book of teaching methods by Ibtisam Sahib Al-Zavini and also the book of general teaching methods by Ibtisam Sahib |  |  |
| Main references (sources)                                                                                                                                          |  |  | Nothing                                                                                                                |  |  |
| Recommended books and references (scientific journals, reports...)                                                                                                 |  |  | Nothing                                                                                                                |  |  |
| Electronic References, Websites                                                                                                                                    |  |  | Nothing                                                                                                                |  |  |

## Course Description Form

| <b>1. Course Name:</b>                                                                                                              |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                      |                 |            |
|-------------------------------------------------------------------------------------------------------------------------------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------|------------|
| Psychology of Creativity                                                                                                            |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                      |                 |            |
| <b>2. Course Code:</b>                                                                                                              |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                      |                 |            |
|                                                                                                                                     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                      |                 |            |
| <b>3. Semester / Year:</b>                                                                                                          |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                      |                 |            |
| First Semester / 2025–2026                                                                                                          |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                      |                 |            |
| <b>4. Description Preparation Date:</b>                                                                                             |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                      |                 |            |
| 13/1/2026                                                                                                                           |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                      |                 |            |
| <b>5. Available Attendance Forms:</b>                                                                                               |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                      |                 |            |
| In-person                                                                                                                           |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                      |                 |            |
| <b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>                                                                  |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                      |                 |            |
| Total Study Hours: 3<br>Total Credit Units: 3                                                                                       |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                      |                 |            |
| <b>7. Course administrator's name (mention all, if more than one name)</b>                                                          |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                      |                 |            |
| <b>Assist. Prof. Dr. Aqeel Khalil Nasser</b><br><b>Lecturer Ali Kadhim Jawad</b><br><b>Email: bas193.ali.kadhun@uobabylonedu.iq</b> |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                      |                 |            |
| <b>8. Course Objectives</b>                                                                                                         |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                      |                 |            |
| <b>Course Objectives</b>                                                                                                            |       | This course introduces students to the concept of creativity from psychological and educational perspectives. It analyzes its components, stages, and the characteristics of creative individuals. The course also examines genetic and environmental factors influencing creativity and clarifies its relationship with intelligence and critical thinking. Students are trained to develop creative thinking skills and apply them in educational settings. |                      |                 |            |
| <b>9. Teaching and Learning Strategies</b>                                                                                          |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                      |                 |            |
| <b>Strategy</b>                                                                                                                     |       | - Lecture<br>- Analytical Discussion<br>- Cooperative Learning<br>- Brainstorming                                                                                                                                                                                                                                                                                                                                                                             |                      |                 |            |
| <b>10. Course Structure</b>                                                                                                         |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                      |                 |            |
| Week                                                                                                                                | Hours | Required Learning                                                                                                                                                                                                                                                                                                                                                                                                                                             | Unit or subject name | Learning method | Evaluation |
|                                                                                                                                     |       | Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                      |                 | method     |

|    |   |                    |                        |              |               |
|----|---|--------------------|------------------------|--------------|---------------|
| 1  | 3 | Knowing the topic, | 1. Concept of          | Lecture –    | Class         |
| 2  | 3 | understanding it,  | creativity and its     | Discussion – | participation |
| 3  | 3 | applying it, then  | historical             | Cooperative  | – Homework    |
| 4  | 3 | analyzing and      | development            | learning –   | – Practical   |
| 5  | 3 | evaluating it      | 2. Creativity and      | Brainstormin | g activity –  |
| 6  | 3 | Knowing the topic, | intelligence           | g            | Short report  |
| 7  | 3 | understanding it,  | 3. Creativity and      | Lecture –    | submission –  |
| 8  | 3 | applying it, then  | innovation             | Discussion – | Written test  |
| 9  | 3 | analyzing and      | 4. Levels of           | Cooperative  | Class         |
| 10 | 3 | evaluating it      | creativity in children | learning –   | participation |
| 11 | 3 | Knowing the topic, | 5. Heredity and        | Brainstormin | – Homework    |
| 12 | 3 | understanding it,  | environment in         | g            | – Practical   |
| 13 | 3 | applying it, then  | creativity             | Lecture –    | activity –    |
| 14 | 3 | analyzing and      | 6. Creativity in       | Discussion – | Short report  |
| 15 | 3 | evaluating it      | teaching activities    | Cooperative  | submission –  |
|    |   | Knowing the topic, | 7. Creative thinking   | learning –   | Written test  |
|    |   | understanding it,  | and critical thinking  | Brainstormin | Class         |
|    |   | applying it, then  | 8. Creativity and      | g            | participation |
|    |   | analyzing and      | giftedness             | Discussion – | – Homework    |
|    |   | evaluating it      | 9. Principles of       | Cooperative  | – Practical   |
|    |   | Knowing the topic, | creative thinking      | learning –   | activity –    |
|    |   | understanding it,  | 10. Stages of the      | Brainstormin | Short report  |
|    |   | applying it, then  | creative process       | g            | submission –  |
|    |   | analyzing and      | 11. Characteristics    | Discussion – | Written test  |
|    |   | evaluating it      | of creative            | Cooperative  | Class         |
|    |   | Knowing the topic, | individuals            | learning –   | participation |
|    |   | understanding it,  | 12. Development of     | Brainstormin | – Homework    |
|    |   | applying it, then  | creative thinking      | g            | – Practical   |
|    |   | analyzing and      | 13. Obstacles to       | Discussion – | activity –    |
|    |   | evaluating it      | creativity             | Cooperative  | Short report  |
|    |   | Knowing the topic, | 14. Theories           | learning –   | submission –  |
|    |   | understanding it,  | explaining creativity  | Brainstormin | Written test  |
|    |   | applying it, then  | 15. Programs for       | g            |               |
|    |   | analyzing and      | developing creative    | Lecture –    |               |
|    |   | evaluating it      | thinking               | Discussion – |               |
|    |   |                    |                        | Cooperative  |               |
|    |   |                    |                        | learning –   |               |
|    |   |                    |                        | Brainstormin |               |
|    |   |                    |                        | g            |               |



|                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Course Name: Behavior Modification                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                    |
| 2. Password <b>المقرر</b>                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                    |
| 3. الفصل / السنة : الفصل الدراسي الأول من العام الدراسي 2025-2026                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                    |
| 4. تاريخ إعداد this الوصف : 5/10/2025                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                    |
| 5. أشكال الحضور المتاحة: حضوري                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                    |
| 6. عدد الساعات الدراسية الكلي (45) عدد الوحدات الكلي (3)                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                    |
| 7. اسم مسؤول المقرر الدراسي اذا اكثر من اسم يذكر                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                    |
| Name: M.D. Saba Latif Al-Janabi<br>Email: <a href="mailto:bsc.saba.abdulkadhim@uobabylon.edu.iq">bsc.saba.abdulkadhim@uobabylon.edu.iq</a> |                                                                                                                                                                                                                                                                                                                                                                                                    |
| Name: Hanin Thamer Mohammed<br>Email: bas304.hnyn.thammer@uobabylon.edu.iq                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                    |
| 8. اهداف المقرر                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                    |
| اهداف المادة الدراسية                                                                                                                      | <p>The course aims to introduce the student to the concept of behavior modification, its historical background, and the theoretical foundations upon which it is based.</p> <p>The focus is on how to use different behavior modification techniques with both typical and atypical individuals, whether to build, reinforce, and generalize good behavior, or to modify undesirable behavior.</p> |

|                                |         | <p>Training students to use programs for modifying undesirable behavior,</p> <p>Developing scientific skills among learners in the field of behavior modification to keep pace</p> <p>Evolution</p> <p>Providing the student with theoretical and practical information in the field of special education</p> <p>Applying behavior modification techniques in academic, social, and personal life</p> |                                                             |                             |
|--------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------|
| ٩. استراتيجيات التعليم والتعلم |         |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                             |                             |
| strategy                       | T       | Lecture, discussion, and questioning                                                                                                                                                                                                                                                                                                                                                                  |                                                             |                             |
| ١٠. بنية المقرر                |         |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                             |                             |
| Week                           | الساعات | مخرجات التعلم المطلوبة                                                                                                                                                                                                                                                                                                                                                                                | اسم الوحدة او الموضوع                                       | طريقة التعلم                |
| 1                              | 3       | <p>Defining behavior modification and understanding the terminology</p> <p>The basic concepts in Behavior modification , explains</p> <p>The principles that guide</p> <p>According to it, behavior modification</p>                                                                                                                                                                                  | General definition of the modification approach<br>behavior | a lecture                   |
| 2                              | 3       | <p>Know the conditions for modification</p> <p>Behavior understands the fundamentals</p> <p>The theory on which it is based</p> <p>Behavior modification approach</p> <p>Lists the general characteristics</p> <p>For the behavior modification approach</p>                                                                                                                                          | General definition of the modification approach<br>behavior | a lecture<br>and discussion |
| 3                              | 3       | <p>It explains the steps of the editing program.</p> <p>Behavior explains theories</p> <p>Which explained the amendment</p> <p>behavior</p>                                                                                                                                                                                                                                                           | History of Behavior Modification                            | a lecture                   |

|    |   |                                                                                                                                                                                  |                                                      |                             |  |
|----|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-----------------------------|--|
|    |   | Ivan Pavlov, Ador<br>Thorndike,                                                                                                                                                  |                                                      |                             |  |
| 4  | 3 | John Watson, Skinner<br>Clark<br>Do                                                                                                                                              | History of Behavior Modification                     | discussion                  |  |
| 5  | 3 | Lists methods of modification<br>behavior<br>It is a worksheet about the method<br>One of the methods of behavior modification                                                   | Identifying target behavior<br>And its definition    | a lecture<br>and discussion |  |
| 6  |   | First monthly test                                                                                                                                                               | First monthly test                                   |                             |  |
| 7  | 3 | Normal behavior is known<br>abnormal behavior<br>It distinguishes between criteria for determining<br>Normal behavior and behavior<br>deviant                                    | Behavior identification<br>Target and its definition | a lecture<br>and discussion |  |
| 8  | 3 | He understands the basic considerations<br>In behavioral measurement<br>It distinguishes between methods of measurement<br>Behavior, Interview<br>Behavioral                     | measuring behavior                                   | a lecture<br>and discussion |  |
| 9  | 3 | He understands<br>Behavioral, measuring outcomes<br>Observation<br>Behavior,<br>directness,                                                                                      | measuring behavior                                   | a lecture<br>and discussion |  |
| 10 | 3 | Increasing desired behavior is known<br>Reinforcement ( It<br>contains reinforcements. It<br>classifies primary and secondary reinforcers.<br>Boosters<br>and enhancers natural, | as desired behavior.                                 | a lecture<br>Interrogation  |  |

|                                                                                                                                                                                                  |   |                                                                                                                                                                                     |                                 |                        |                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|------------------------|-----------------------|
|                                                                                                                                                                                                  |   | Industrial positive-negative reinforcement and enhancement                                                                                                                          |                                 |                        |                       |
| 11                                                                                                                                                                                               | 3 | Increasing desired behavior involves several factors that influence the effectiveness of reinforcement.                                                                             |                                 | Lecture and discussion |                       |
| 12                                                                                                                                                                                               |   | Second monthly test                                                                                                                                                                 |                                 |                        |                       |
| 13                                                                                                                                                                                               | 3 | Understanding the reduction of undesirable behavior ( punishment and its alternatives ) : how to use punishment, the disadvantages of punishment, and the advantages of punishment. | Reducing unwanted behavior      | Lecture and discussion |                       |
| 14                                                                                                                                                                                               | 3 | It explains Bandura's social learning theory ( modeling).                                                                                                                           | Cognitive behavior modification | Lecture and discussion |                       |
| 15                                                                                                                                                                                               |   | Rational behavior therapy explains emotional behavior 3.                                                                                                                            | Cognitive modification          |                        |                       |
|                                                                                                                                                                                                  |   |                                                                                                                                                                                     |                                 |                        | 11. Course Evaluation |
|                                                                                                                                                                                                  |   |                                                                                                                                                                                     |                                 |                        | 12 Learning Resources |
| Required textbooks (methodology, if applicable)                                                                                                                                                  |   |                                                                                                                                                                                     |                                 |                        |                       |
| Main References (Sources): Jamal Muhammad (2007) Modifying Human Behavior , Dar Al-Khatib , Hanin Publishing and Distribution and Al-Falah Library for Publishing and Distribution , 2nd Edition |   |                                                                                                                                                                                     |                                 |                        |                       |

|                                                                                        |                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                        | Al-Jubouri , Ali Mahmoud (2016) Behavior Modification , Al-Manhajiyya<br>Publishing and Distribution House and Al-Sadiq Cultural Publishing and<br>Distribution House , 1st Edition |
| Recommended supporting books and<br>references ( scientific journals , reports , etc.) |                                                                                                                                                                                     |
| Electronic references – Internet resources                                             |                                                                                                                                                                                     |

## Course Description Form

|                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>:Course Name -1</b>                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Psychology of the Autism Spectrum Disorder (ASD)</b>                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>:Course Code -2</b>                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| /                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>:Semester / Year -3</b>                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>First Semester for the Academic Year 2025/2026</b>                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Description Preparation Date -4</b>                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>10 / 8 / 2025</b>                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>:Available Attendance Forms - 5</b>                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>In-Person</b>                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>6- Number of Credit Hours (Total) / Number of Units (Total)</b>                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Total Number of Credit Hours (3)/ Total / Number of Units (3)                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>7- Course administrator's name (mention all, if more than one name)</b>                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>1- Name: Assist. Lect. Aya Ali Abbas</b></p> <p style="padding-left: 40px;"><b>Email: bas396.a.ali@uobabylon.edu.iq</b></p> <p><b>2- Name: Assist. Lect. Hassan Kadhim Kraydee</b></p> <p style="padding-left: 40px;"><b>Email: bas436.h Kadhim.ali@uobabylon.edu.iq</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>8. Course Objectives</b>                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>The general objectives of this course are to:</b></p>                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>▣ <b>Develop the personality of a competent special education teacher who will be able to transfer their expertise to future students.</b></li> <li>▣ <b>Enable students to comprehend the concept, objectives, and fields of the Psychology of Autism Spectrum Disorder (ASD).</b></li> <li>▣ <b>Identify the various definitions of autism and its clinical features (or clinical manifestations).</b></li> <li>▣ <b>Understand the different types of autism and how to classify them according to the severity of symptoms.</b></li> <li>▣ <b>Distinguish between the genetic and environmental factors that contribute to</b></li> </ul> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>the emergence of autism.</p> <ul style="list-style-type: none"> <li>▣ Grasp modern research concerning the neural mechanisms that may be associated with autism.</li> <li>▣ Analyze the developmental trajectory of a child with autism concerning communication skills, language, and social behaviors.</li> <li>▣ Examine the psychological impacts on the self-identity (or self-concept) of the affected individual.</li> <li>▣ Study the various developmental stages of individuals with autism.</li> <li>▣ Comprehend the methods through which communication skills and social behaviors can be enhanced.</li> <li>▣ Study training and inclusion programs in schools, and how to achieve social rehabilitation for individuals with autism.</li> </ul> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

9. Teaching and Learning Strategies

|                            |                                                                                                                                     |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>The Strategy</b></p> | <ul style="list-style-type: none"> <li>▣ Discussion Method</li> <li>▣ Questioning Method</li> <li>▣ Brainstorming Method</li> </ul> |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------|

10. Course Structure

| Weeks    | Hours | Intended Learning Outcomes                                                                         | Course Content / Topics                                                     | Learning Methods | Assessment Method            |
|----------|-------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|------------------|------------------------------|
| Week One | 3     | Recognize the evolution of the Autism Spectrum Disorder (ASD) concept and its various definitions. | Evolution of the Autism Spectrum Disorder (ASD) Concept and its Definitions | Discussion       | Varied Assessment Activities |
| Week Two | 3     | Identify the causes of ASD, focusing on genetic and                                                | Etiological Factors of ASD (Genetic and Environmental)                      | Brainstorming    | Varied Assessment Activities |

|                    |          |                                                                                                                           |                                                                                                                                            |                      |                                     |
|--------------------|----------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------------|
|                    |          | environmental factors.                                                                                                    |                                                                                                                                            |                      |                                     |
| <b>Week Three</b>  | <b>3</b> | <b>Recognize the three core deficits (triad of impairments) in individuals with Autism Spectrum Disorder.</b>             | <b>The Triad of Core Deficits (Impairments) in Individuals with ASD</b>                                                                    | <b>Discussion</b>    | <b>Varied Assessment Activities</b> |
| <b>Week Four</b>   | <b>3</b> | <b>Identify the characteristics of children with Autism Spectrum Disorder.</b>                                            | <b>Characteristics of Children with Autism Spectrum Disorder</b>                                                                           | <b>Questioning</b>   | <b>Varied Assessment Activities</b> |
| <b>Week Five</b>   | <b>3</b> | <b>Recognize the disorders that fall under the umbrella of Autism Spectrum Disorder.</b>                                  | <b>Disorders Falling Under the ASD Umbrella (Differential Diagnosis)</b>                                                                   | <b>Brainstorming</b> | <b>Varied Assessment Activities</b> |
| <b>Week Six</b>    | <b>3</b> | <b>Identify the old etiological theories that explained autism.</b>                                                       | <b>Older Etiological Theories Explaining Autism</b>                                                                                        | <b>Discussion</b>    | <b>Varied Assessment Activities</b> |
| <b>Week Seven</b>  | <b>3</b> | <b>Recognize the modern theories that explained autism.</b>                                                               | <b>Modern Etiological Theories (Theory of Metabolic Dysfunction - Nutritional Theory - Opioid Excess Theory - Theory of Mind)</b>          | <b>Discussion</b>    | <b>Varied Assessment Activities</b> |
| <b>Week Eight</b>  | <b>3</b> | <b>Recognize the modern theories that explained autism.</b>                                                               | <b>Modern Etiological Theories (Executive Functions Theory - Central Coherence Theory - Simon Baron-Cohen's Extreme Male Brain Theory)</b> | <b>Brainstorming</b> | <b>Varied Assessment Activities</b> |
| <b>Week Nine</b>   | <b>3</b> | <b>Recognize the Portage Program (an early intervention program).</b>                                                     | <b>The Portage Program (Program Concept, Principles, and Implementation)</b>                                                               | <b>Questioning</b>   | <b>Varied Assessment Activities</b> |
| <b>Week Ten</b>    | <b>3</b> | <b>Recognize the Lovaas Program (Applied Behavior Analysis - ABA).</b>                                                    | <b>The Lovaas Program (Concept, Principles, and Implementation)</b>                                                                        | <b>Brainstorming</b> | <b>Varied Assessment Activities</b> |
| <b>Week Eleven</b> | <b>3</b> | <b>Recognize the TEACCH Program (Treatment and Education of Autistic and related Communication-handicapped Children).</b> | <b>The TEACCH Program (Concept, Principles, and Implementation)</b>                                                                        | <b>Discussion</b>    | <b>Varied Assessment Activities</b> |
| <b>Week Twelve</b> | <b>3</b> | <b>Recognize the Social Skills Training</b>                                                                               | <b>Social Skills Training Program</b>                                                                                                      | <b>Discussion</b>    | <b>Varied Assessment</b>            |

|                      |          |                                                                                                                |                                                                                                        |                      |                                     |
|----------------------|----------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------|-------------------------------------|
|                      |          | <b>Program.</b>                                                                                                |                                                                                                        |                      | <b>t Activities</b>                 |
| <b>Week Thirteen</b> | <b>3</b> | <b>Recognize the Picture Exchange Communication System (PECS) or Use of Pictures in Communication Program.</b> | <b>Picture Exchange Communication System (PECS) / Program for the Use of Pictures in Communication</b> | <b>Discussion</b>    | <b>Varied Assessment Activities</b> |
| <b>Week Fourteen</b> | <b>3</b> | <b>Recognize the Daily Life Therapy Program (Himawari School).</b>                                             | <b>Daily Life Therapy Program (Himawari School)</b>                                                    | <b>Brainstorming</b> | <b>Varied Assessment Activities</b> |
| <b>Week Fifteen</b>  | <b>3</b> | <b>Recognize the Son-Rise Program.</b>                                                                         | <b>The Son-Rise Program (Program Concept, Principles, and Implementation)</b>                          | <b>Questioning</b>   | <b>Varied Assessment Activities</b> |

### 11-Course Evaluation

daily preparation, extracurricular activities, and monthly examinations, as follows:

- **Monthly Examinations: Two (2) exams, each weighted at 15 points (Total: 30 points).**
- **Daily Participation and Activities: Evaluated at 10 points.**
- **Final Examination: Weighted at 60 points.**

### 12-Learning and Teaching Resources

|                                                                                                                                                                                                                                               |                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| <b>None</b>                                                                                                                                                                                                                                   | <b>Required Textbooks</b>                             |
| <ul style="list-style-type: none"> <li>📖 <b>"Autism (Causes - Diagnosis - Treatment)" By: Osama Farouk and El-Sayed Kamel.</b></li> <li>📖 <b>"Autism (Definition - Causes - Diagnosis and Treatment)" By: Tamer Farrah Suhail.</b></li> </ul> | <b>(Main References (Sources</b>                      |
| <b>DSM-5-TR</b>                                                                                                                                                                                                                               | <b>Recommended Supplementary Books and References</b> |
| <b>None</b>                                                                                                                                                                                                                                   | <b>Electronic References, Websites</b>                |

| Course Title : Educational Research Methods                                              |                    |                            |       |      |
|------------------------------------------------------------------------------------------|--------------------|----------------------------|-------|------|
| : Course code -1                                                                         |                    |                            |       |      |
| First semester of the academic year 2025-2026 AD -2                                      |                    |                            |       |      |
| 16/5/9/2025 : Description prepared on -3                                                 |                    |                            |       |      |
| Available attendance formats: In-person -4                                               |                    |                            |       |      |
| (2) :Total number of study hours -5                                                      |                    |                            |       |      |
| (2) :Total number of units -6                                                            |                    |                            |       |      |
| Course Coordinator : M. Ahmed Samer Lafteh -7                                            |                    |                            |       |      |
| Name: Dr. Ahmed Samer Lafteh                                                             |                    |                            |       |      |
| Email: bas947.a.sammer@student.uobabylon.edu.iq                                          |                    |                            |       |      |
| Course Objectives -9                                                                     |                    |                            |       |      |
| Understanding the concept of educational .1<br>research methodologies                    |                    |                            |       |      |
| Understanding Educational Research .2<br>Classifications                                 |                    |                            |       |      |
| Distinguishing between descriptive and .3<br>. experimental research                     |                    |                            |       |      |
| Comparison between Historical research and .4<br>correlational research                  |                    |                            |       |      |
| Understanding ethical considerations in .5<br>writing descriptive research               |                    |                            |       |      |
| Understanding the mistakes beginners make .6<br>when writing educational research papers |                    |                            |       |      |
| Learning and teaching strategies -10                                                     |                    |                            |       |      |
| Course structure                                                                         |                    |                            |       |      |
| Learning method                                                                          | Unit or topic name | Required learning outcomes | Hours | Week |
| , Lecture questioning                                                                    | Previous studies   | Historical overview        | 2     | 1    |

|                                |                                                                                       |                                                                                     |   |    |
|--------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---|----|
| ,Presentation discussion       | The concept of educational research methodologies                                     | Definition of educational research methodologies                                    | 2 | 2  |
| Discussion and questioning     | The relationship between educational research and scientific research                 | Understanding the relationship between educational research and scientific research | 2 | 3  |
| Presentation and discussion    | Understanding the relationship between descriptive research and experimental research | Sources of the problem                                                              | 2 | 4  |
| active learning                | Concept of inspection methods                                                         | Definition of inspection methods                                                    | 2 | 5  |
| , Discussion questioning       | Problem selection and evaluation                                                      | Understanding the problem in educational research                                   | 2 | 6  |
| -----                          | First month exam                                                                      | First month exam                                                                    |   | 7  |
| Discussion and questioning     | The problem of dyeing takes on multiple forms                                         | Identifying the nature of the research problem                                      | 2 | 8  |
| active learning                | Confining the community is essential                                                  | Understanding the relationship between the research population and the sample       | 2 | 9  |
| Presentation and Interrogation | How is a questionnaire designed?                                                      | Comparison between questionnaire, observation, and interview                        | 2 | 10 |
| , Lecture discussion           | The concept of the interview                                                          | Understanding observation                                                           | 2 | 11 |
| , Lecture ,discussion          | Characteristics of a good test                                                        | Test identification                                                                 | 2 | 12 |

|               |                          |                                                              |   |    |
|---------------|--------------------------|--------------------------------------------------------------|---|----|
| questioning   |                          |                                                              |   |    |
| discussion    | Research mix ingredients | The research plan was identified                             | 2 | 13 |
| Interrogation | Research report concept  | The difference between a research report and a research plan | 2 | 14 |
| -----         | Second month exam        | Second month exam                                            |   | 15 |

Course Evaluation .11

very good

Learning Resources -12

|                                                                                              |                                                                                   |
|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|                                                                                              | ,Required textbooks (methodology (if applicable                                   |
| Foundations of research in education and psychology<br>-Professor Dr. Haider Faleh Al Ajrash | (Main references (sources                                                         |
|                                                                                              | Recommended supporting books – and references (scientific journals (.reports, etc |
| nothing                                                                                      | Electronic references – Internet resources                                        |

2023-2024

Course Title: Psychology of the Visually Impaired and Blind .

Course code

Term/Year: First .

semester of the 2025-2026 academic year

:Date this description was prepared .

5/10/2025

Available .

attendance formats: In-person

Total number of study hours (3) Total) .

3) number of units

Name of the course coordinator; if there is more than .

.one, please state it

Name: Hanin Hamid Rashid Shayaa

Gmail:[bas663.hnyn.hamied@uobabylon.edu.iq](mailto:bas663.hnyn.hamied@uobabylon.edu.iq)

Name: Saif Hamed Sarhan

**To understand the concept of-1  
.visual impairment**

**To list the causes of visual-2  
.impairment**

**To explain the educational-3  
characteristics of visually impaired  
.children**

**To identify the problems faced by-4  
.people with low or no vision**

**5-To assess and diagnose visual**

**Course  
objectives**

|                                       |                          |                                                                 |                                                |              |             |
|---------------------------------------|--------------------------|-----------------------------------------------------------------|------------------------------------------------|--------------|-------------|
| <b>impairment</b>                     |                          |                                                                 |                                                |              |             |
| <b>Teaching and learning strategy</b> |                          |                                                                 |                                                |              |             |
| <b>Strategies</b>                     |                          |                                                                 | <b>Lecture, discussion and questioning</b>     |              |             |
| <b>Course structure</b>               |                          |                                                                 |                                                |              |             |
|                                       | <b>Teaching method</b>   | <b>Required educational outcomes</b>                            | <b>Unit or topic name</b>                      | <b>Hours</b> | <b>Week</b> |
|                                       | Lecture                  | Identifying visual impairment                                   | Introduction to visual impairment              | 3            | 1           |
|                                       | discussion               | Eye recognition                                                 | The concept of the eye, eye anatomy            | 3            | 2           |
|                                       | discussion interrogation | Identifying the goals of education for people with disabilities | Goals of educating the visually impaired       | 3            | 3           |
|                                       | discussion               | Identifying the causes of visual impairment                     | Causes and manifestations of visual impairment | 3            | 4           |

|  |                 |                                                                            |                                                                       |   |    |
|--|-----------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------|---|----|
|  | active learning | Identifying methods for measuring disability                               | Measurement and diagnosis of visual impairment                        | 3 | 5  |
|  | discussion      | Identifying the causes of deficiencies in motion skills                    | Causes of motor skill deficiencies in the visually impaired and blind | 3 | 6  |
|  | discussion      | Identifying the mental characteristics of the visually impaired            | Mental characteristics of sighted and blind individuals               | 3 | 7  |
|  | discussion      | Identifying the psychological problems of the visually impaired and blind  | Psychological problems of the visually impaired and blind             | 3 | 8  |
|  | active learning | Identifying the symptoms that appear in children with weak or blind vision | Symptoms that appear in children with weak and blind vision           | 3 | 9  |
|  | interrogation   | Comparison between categories of visually impaired and blind               | Compare the categories of visually impaired and blind people          | 3 | 10 |

|  |               |                                                                    |                                                                                               |   |    |
|--|---------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---|----|
|  | Lecture       | Identifying teaching methods for the visually impaired and blind   | What are the teaching methods for the visually impaired ?and blind                            | 3 | 11 |
|  | Lecture       | Explain the types of education for the visually impaired and blind | Types of education for the visually impaired and blind                                        | 3 | 12 |
|  | discussion    | List programs for the visually impaired                            | Special programs for the visually impaired and blind in regular schools                       | 3 | 13 |
|  | interrogation | What are the best teaching methods for visually impaired ?students | ,In your opinion what are the best teaching methods for visually impaired ?and blind students | 3 | 14 |
|  | discussion    | Number of educational programs for the visually impaired and blind | Number of educational programs for the visually impaired and blind                            | 3 | 15 |

|  |            |                                             |                                                       |   |    |
|--|------------|---------------------------------------------|-------------------------------------------------------|---|----|
|  | discussion | Identifying tools for the visually impaired | Educational tools for the visually impaired and blind | 3 | 16 |
|--|------------|---------------------------------------------|-------------------------------------------------------|---|----|

## Course Report: Very Good

### Learning resources

|                                                                                                                                                       |                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
|                                                                                                                                                       | Required textbooks methodology, if) (applicable                                              |
| (2024) Ali Salim and Tut Psychopath Visually Impaired -and Blind, Baghdad, Dar Al Sadiq Cultural Center                                               | :(Main references (sources Recommended books and supporting references ,scientific journals) |
| -Ibrahim Abdullah Faraj Al Zuraiqat (2006) Visual Impairment: Concepts and ,Educational Considerations Dar Al-Masirah for Publishing and Distribution | (reports, etc                                                                                |
| Sayed Khairallah and Lotfi Barakat (1967) The Psychology and Upbringing of the Blind                                                                  |                                                                                              |

|                                         |                                               |
|-----------------------------------------|-----------------------------------------------|
| ,Child, Anglo-Egyptian Library<br>Cairo |                                               |
|                                         | – Electronic references<br>Internet resources |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                      |                                       |                                                       |         |                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---------------------------------------|-------------------------------------------------------|---------|-----------------------|
| .1 Course Name: Intellectual Disability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                      |                                       |                                                       |         |                       |
| .2 code The course                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                      |                                       |                                                       |         |                       |
| .3 2025-2026 the chapter / Year : Second semester / of the academic year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                      |                                       |                                                       |         |                       |
| .4 1/11/2026 :date numbers this Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                      |                                       |                                                       |         |                       |
| .5 shapes the audience Available: In-person                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                      |                                       |                                                       |         |                       |
| .6 ( 30 ) number Hours Total number of students<br>( 3 ) Units Total                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                      |                                       |                                                       |         |                       |
| .7 name responsible The course If the student more<br>from name It is mentioned                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                      |                                       |                                                       |         |                       |
| Name : M.M. Ali Fallah Al-Ajrash<br>Email : bsc.ali.eaziz@uobabylon.edu.iq<br>Name : M.M. Sari Rashid Haroun<br>Email : bsc.sura.al-gwam@uobabylon.edu.iq                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                      |                                       |                                                       |         |                       |
| .8 اهداف المقرر                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                      |                                       |                                                       |         |                       |
| The aim of teaching intellectual disability is to identify children with intellectual disabilities using assessment and diagnostic tools appropriate to each category, and to develop educational and therapeutic programs, along with preparing suitable educational ,materials for each category of special education, including visual ,physical, and auditory disabilities, and how to implement them. Its classification is M Special and appropriate curricula for them, in ,addition to methods of communication with people with special needs ways of dealing with them, and how to use educational and therapeutic .programs |                      |                                       |                                                       |         | اهداف المادة الدراسية |
| .9 استراتيجيات التعليم والتعلم                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                      |                                       |                                                       |         |                       |
| Lecture, discussion, and questioning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                      |                                       |                                                       |         | Strategies            |
| .10 بنية المقرر                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                      |                                       |                                                       |         |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | طريقة التعلم         | اسم الوحدة او الموضوع                 | مخرجات التعلم المطلوبة                                | الساعات | Week                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Classroom discussion | Definition of intellectual disability | To understand the concepts of intellectual disability | 3       | 1                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | discussion           | Prevalence of                         | To identify the                                       | 3       | 2                     |

|  | panels                                | intellectual disability                                                                         | prevalence rate                                                                                                                         |   |    |
|--|---------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---|----|
|  | ,Lectures Q&As, and Panel Discussions | Factors affecting prevalence rate                                                               | To understand the causes of disability                                                                                                  | 3 | 3  |
|  | Lecture and discussion                | Normal distribution intelligence - measures and ratios                                          | should understand how students with intellectual disabilities are distributed, their percentages, and methods of measuring intelligence | 3 | 4  |
|  | Lecture and discussion                | Factors that lead to intellectual disability                                                    | The student should know the causes of intellectual disability                                                                           | 3 | 5  |
|  | Lecture and discussion                | Diagnosis of intellectual disability                                                            | Understanding the most important methods and tools used to identify people with intellectual disabilities                               | 3 | 6  |
|  |                                       | First monthly test                                                                              | First monthly test                                                                                                                      |   | 7  |
|  | Lecture and discussion                | Diagnosis of intellectual disability: health ,diagnosis educational diagnosis, social diagnosis | The student should know the methods and tools used in their diagnosis and the programs .specified for them                              | 3 | 8  |
|  | Lecture and discussion                | Psychological diagnosis                                                                         | The student should be familiar with diagnostic methods such as clinical interview and family genetic .history                           | 3 | 9  |
|  | ,Lectures Q&As, and Panel Discussions | Integrative Diagnosis                                                                           | The student should know diagnostic methods such as understanding an individual's                                                        | 3 | 10 |

|  |                                                                                                            |                                                                                                                       |                                                                                                                                                                                                                      |   |    |
|--|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----|
|  |                                                                                                            |                                                                                                                       | ,personality<br>psychological<br>,disorders<br>predicting the<br>condition, and<br>.others                                                                                                                           |   |    |
|  | Lecture<br>and<br>discussion<br>,<br>brainstormi<br>ng                                                     | Characteristics of<br>people with<br>intellectual<br>disabilities<br>,Physical, mental<br>,emotional<br>psychological | Identifying<br>individuals with<br>low intellectual<br>abilities, difficulties<br>with adaptive<br>behavior, and ways<br>of responding to<br>.information                                                            | 3 | 11 |
|  | Lecture<br>and<br>discussion                                                                               | Guidance services<br>for students with<br>intellectual<br>disabilities                                                | The student should<br>understand the<br>types of guidance<br>services provided<br>and methods for<br>.solving problems                                                                                               | 3 | 12 |
|  |                                                                                                            | Second month test                                                                                                     | Second monthly<br>test                                                                                                                                                                                               |   | 13 |
|  | Educational<br>trips to<br>private<br>,institutes<br>classroom<br>,observations<br>and training<br>methods | Guidance services<br>for families of<br>people with<br>intellectual<br>disabilities                                   | The student should<br>understand how to<br>deal with the<br>child's condition<br>,and development<br>and how to<br>communicate with<br>support<br>.institutions                                                      | 3 | 14 |
|  | Lecture delivery<br>method                                                                                 | Educational<br>curricula designed<br>for students with<br>intellectual<br>disabilities                                | The student should<br>be aware of the<br>types of simplified<br>educational<br>,curricula offered<br>which focus on<br>teaching the<br>student skills such<br>as basic arithmetic<br>and the modified<br>.curriculum | 3 | 15 |

**Course Evaluation .11**

.The method of expression through facial expressions, feedback from students \_1  
, The learning triangle: oral test , written test , surprise test (Quoz), follow-up assessment \_2  
. summative assessment

**Learning Resources 12**

,Required textbooks (methodology

|                                                                 |                                                                                          |
|-----------------------------------------------------------------|------------------------------------------------------------------------------------------|
|                                                                 | (if applicable                                                                           |
| <b>University Main Library</b>                                  | <b>(Main references (sources</b>                                                         |
| <b>College Library, Virtual Library</b>                         | <b>Recommended supporting books and references (scientific journals (.reports, etc –</b> |
| <b>-Intellectual disability (Rabie Mustafa, Houda Al ( Ridi</b> | <b>Electronic references – Internet resources</b>                                        |

## Course description template

|                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Name .1</b>                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| sustainable development                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Course Code .2</b>                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Term/Year .3</b>                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 2025-2026 /Second semester                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Date this description was prepared .4</b>                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 1/2/2026                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Available forms of attendance .5</b>                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Lectures                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Total number of study hours / Total number of units .6</b>                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 2/2                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Name of the course coordinator : / If there is more than one name, please state .7</b>                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| .it                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Email Name : Dr. Duha Hamid Jassim / M.M. Sarmad Abbas Mazhar</b><br><a href="mailto:bas790.duha.hamied@uobabylon.edu.iq">bas790.duha.hamied@uobabylon.edu.iq</a><br><a href="mailto:bas255.sarmmad.abass@uobabylon.edu.iq">bas255.sarmmad.abass@uobabylon.edu.iq</a> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Course Objectives .8</b>                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Course objectives</b>                                                                                                                                                                                                                                                 | <p>To become familiar with the concepts of development and sustainable development</p> <p>To learn about the historical development of sustainable development</p> <p>To distinguish between the dimensions of sustainable development</p> <p>To explain the characteristics of sustainable development</p> <p>To be informed about sustainable development trends in local communities</p> <p>To provide examples of local and global environmental problems</p> <p>To suggest simple solutions to the problems of the surrounding environment</p> |
| <b>Teaching .9 and learning strategies</b>                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                                                                                                          | Lectures .1<br>answer the questions .2<br>thinking .3<br>discussion .4<br>Using maps and images .5                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

| <b>Course structure .10</b> |       |                               |                    |                 |                   |
|-----------------------------|-------|-------------------------------|--------------------|-----------------|-------------------|
| Week                        | Hours | Required learning outcomes    | Unit or topic name | Learning method | Evaluation Method |
| the                         | 2     | To learn about the historical | The historical     | discussion      | Multiple test     |

|                   |   |                                                                                                                                                                                                                     |                                                                                                                |                          |                                         |
|-------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------------------------|
| <b>first</b>      |   | development of the concept of development                                                                                                                                                                           | development of the concept of development                                                                      |                          |                                         |
| <b>the second</b> | 2 | To understand the concept of sustainable development                                                                                                                                                                | The concept of sustainable development                                                                         | <b>Interrogation</b>     | <b>Essay test</b>                       |
| <b>the third</b>  | 2 | To illustrate the historical development stages of the concept of sustainable development                                                                                                                           | The historical development of the concept of sustainable development                                           | <b>The discussion</b>    | <b>Correction and Correction Test A</b> |
| <b>Fourth</b>     | 2 | To explain the characteristics of sustainable development                                                                                                                                                           | Characteristics of sustainable development                                                                     | <b>discussion</b>        | <b>Multiple choice</b>                  |
| <b>Fifth</b>      | 2 | First month test                                                                                                                                                                                                    |                                                                                                                |                          |                                         |
| <b>Sixth</b>      | 2 | To explain the dimensions of sustainable development. (Dimensions of sustainable development - Essay test                                                                                                           |                                                                                                                |                          |                                         |
| <b>Seventh</b>    | 2 | To explain the trends in sustainable development for local communities and the factors influencing them                                                                                                             | Sustainable development trends in local communities and the factors influencing them                           | <b>discussion</b>        | <b>Multiple choice</b>                  |
| <b>Eighth</b>     | 2 | To explain the philosophy of sustainable development                                                                                                                                                                | Philosophy of Sustainable Development                                                                          | <b>Interrogation</b>     | <b>Right and wrong</b>                  |
| <b>Ninth</b>      | 2 | To learn about measuring sustainable development (indicators)                                                                                                                                                       | Measuring Sustainable Development (Indicators)                                                                 | <b>discussion</b>        | <b>Conformity test</b>                  |
| <b>tenth</b>      | 2 | Second month exam                                                                                                                                                                                                   |                                                                                                                | <b>Second month exam</b> | <b>discussion</b>                       |
| <b>eleventh</b>   | 2 | To explain the Sustainable Development Goals<br>Eliminating poverty -1<br>Complete eradication of hunger -2<br>Good health and well-being -3<br>Good education-4<br>Gender equality-5<br>Clean water and hygiene -6 | Sustainable Development Goals<br>Eliminating -1 poverty<br>Complete -2 eradication of hunger<br>Good health -3 | <b>discussion</b>        | <b>Multiple choice</b>                  |

|                        |          |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                  |                           |                        |
|------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------------|
|                        |          | Clean and affordable energy .7<br>Decent work and economic-8<br>growth<br>Industry, Innovation and-9<br>Infrastructure                                                                                                                                                                                                         | and well-being<br>Good-4<br>education<br>Gender-5<br>equality<br>Clean water -6<br>and hygiene<br>Clean and .7<br>affordable<br>energy<br>Decent work-8<br>and economic<br>growth<br>,Industry-9<br>Innovation and<br>Infrastructure                                                                                                             |                           |                        |
| <b>twelfth</b>         | <b>2</b> | To explain the Sustainable<br>Development Goals<br>Reducing inequalities -10<br>Sustainable Cities and Local-11<br>Communities<br>Production and Consumption-12<br>Climate Action-13<br>Life Underwater-14<br>Life on land-15<br>Peace, justice, and strong-16<br>institutions<br>Forming partnerships to -17<br>achieve goals | Sustainable<br>Development<br>Goals<br>Reducing -10<br>inequalities<br>Sustainable-11<br>Cities and<br>Local<br>Communities<br>Production-12<br>and<br>Consumption<br>Climate-13<br>Action<br>Life-14<br>Underwater<br>Life on land-15<br>,Peace-16<br>justice, and<br>strong<br>institutions<br>Forming -17<br>partnerships to<br>achieve goals | <b>Interrogati<br/>on</b> | <b>Right and wrong</b> |
| <b>thirtee<br/>nth</b> | <b>2</b> | To learn about sustainable cities<br>and local communities                                                                                                                                                                                                                                                                     | Sustainable<br>cities and<br>communities                                                                                                                                                                                                                                                                                                         | <b>Interrogati<br/>on</b> | <b>essay test</b>      |
| <b>fourtee<br/>nth</b> | <b>2</b> | To learn about the characteristics of<br>sustainable cities                                                                                                                                                                                                                                                                    | Characteristics<br>of sustainable<br>cities                                                                                                                                                                                                                                                                                                      | <b>discussion</b>         | <b>Multiple test</b>   |

|                                                                                                                                                                                                                                                                                                                                                                 |          |                                                                     |                                                                                                                                                                                                                                                                                                                                                                                           |                   |                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------|
| <b>fifteenth</b><br><b>h</b>                                                                                                                                                                                                                                                                                                                                    | <b>2</b> | 2030 To clarify Iraq's vision for the Sustainable Development Goals | Iraq's vision for the Sustainable Development 2030 Goals                                                                                                                                                                                                                                                                                                                                  | <b>discussion</b> | <b>Conformity test</b> |
| <b>Course Evaluation .11</b>                                                                                                                                                                                                                                                                                                                                    |          |                                                                     |                                                                                                                                                                                                                                                                                                                                                                                           |                   |                        |
| <p><b>The grade is distributed out of 100 according to the tasks assigned to the student, such as daily : preparation, daily, oral, monthly, written exams, and reports .The first and second monthly exams each have 30 marks</b></p> <p style="text-align: right;"><b>Daily exam: 5 marks</b><br/><b>Report: 5 points</b><br/><b>Final exam: 60 marks</b></p> |          |                                                                     |                                                                                                                                                                                                                                                                                                                                                                                           |                   |                        |
| <b>Learning and teaching resources</b>                                                                                                                                                                                                                                                                                                                          |          |                                                                     |                                                                                                                                                                                                                                                                                                                                                                                           |                   |                        |
| <b>Required textbooks (methodology, if applicable)</b>                                                                                                                                                                                                                                                                                                          |          |                                                                     | <b>Nothing</b>                                                                                                                                                                                                                                                                                                                                                                            |                   |                        |
| <b>Main references (sources)</b>                                                                                                                                                                                                                                                                                                                                |          |                                                                     | <p><b>,Sustainable Development (Its Concept Dimensions , and Indicators) by Medhat Abu El-Nasr and Yasmine Medhat Mohamed</b><br/><b>:Sustainable Development in Arab Countries Between Theory and Practice / by Muhammad Tahir Qadri</b></p> <p style="text-align: right;"><b>Sustainable Development and the Requirements for Achieving It / by Abdul Rahman Muhammad Al-Hassan</b></p> |                   |                        |
| <b>Recommended supporting books and references (scientific journals and reports)</b>                                                                                                                                                                                                                                                                            |          |                                                                     | <b>Arabic and English sources</b>                                                                                                                                                                                                                                                                                                                                                         |                   |                        |
| <b>Electronic references, websites</b>                                                                                                                                                                                                                                                                                                                          |          |                                                                     | <b>Websites related to the material</b>                                                                                                                                                                                                                                                                                                                                                   |                   |                        |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| 1. Course Name: Measurement and Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       |
| 2. code The course                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                       |
| 3. the chapter /Year : First semester of the 2026-2025 academic year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                       |
| 4. date numbers this Description : 28/1/2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |
| 5. shapes the audience Available : In-person                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |
| 6. number Hours The study of the college<br>(2) number Units All (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                       |
| 7. name responsible The course Academic<br>if more from name It is mentioned                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |
| <p style="text-align: center;">.Name: JAWAD KADHIM MOHAMMED HUSAIN</p> <p>E-mail: bas471.jawad.kadhim@uobabylon.edu.i</p> <p>Name: Saif Hamed Sarhan</p> <p>Email : bas479.safi.hamid@uobabylon.edu.iq</p>                                                                                                                                                                                                                                                                                                                                                                                                                             |                       |
| ٨. اهداف المقرر                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                       |
| <ul style="list-style-type: none"> <li>a. Understanding the scientific meaning of the concepts of measurement and evaluation and the difference between them.</li> <li>b. Understanding the importance of assessment and identifying its main areas, steps and types .</li> <li>c. To equip students with the skill in preparing Different types of tests</li> <li>d. To equip students with the practical skills of the fundamentals of statistics in educational measurement and evaluation.</li> <li>e. Introducing students to assessment tools and their use in a way that suits the different aspects of the learner.</li> </ul> | اهداف المادة الدراسية |
| ٩. استراتيجيات التعليم والتعلم                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                       |
| Lecture, discussion, questioning, and brainstorming method                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Strategies            |
| ١٠. بنية المقرر                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                       |

|  | طريقة التعلم                               | اسم الوحدة او الموضوع                                                                                                                                                                       | مخرجات التعلم المطلوبة                                                                                                                                                                | الساعات | Week     |
|--|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------|
|  | Lecture and questioning method             | Evaluation: its concept and fields - Measurement: its concept, characteristics, and the relationship between it and evaluation                                                              | The ability to define and ,understand evaluation measurement, and the relationship between them                                                                                       | 2       | 1        |
|  | Cooperative learning                       | Types of educational and psychological tests and measures - Steps for constructing achievement tests prepared by the teacher, including determining the importance of Behavioral objectives | Enabling students to understand and know the steps involved in constructing achievement tests prepared by the teacher, including identifying the importance of Behavioral objectives  | 2       | 2        |
|  | Presentation , questioning, and discussion | Principles of determining test items / Distribution of test items in light of weights Learning objectives and content; behavioral objectives : definition, characteristics, and levels.     | Enabling students to know and understand the principles of determining test items and distributing test items according to their weights. Objectives and curriculum content           | 2       | 3        |
|  | Lecture                                    | Types of test items<br>Its characteristics<br>The foundations of its formulation                                                                                                            | Enabling students to know and understand the types of test items, their characteristics, and the principles of their formulation                                                      | 2       | 4        |
|  |                                            | Formulation of test items and their types The basis for the order of the items and the principles of test administration                                                                    | Enabling students to know and understand the wording and types of test items. The basis for the order of the items and the principles of test administration                          | 2       | 5        |
|  |                                            |                                                                                                                                                                                             | monthly exam                                                                                                                                                                          | 2       | 6        |
|  | Presentation and discussion                | Truthfulness: its definition , types, and mechanisms for establishing it ; consistency: its definition and characteristics.                                                                 | To enable students to know and understand truthfulness, its definition and types, and to extract the mechanisms of truthfulness and reliability<br>Its definition and characteristics | 2       | 7        |
|  | Presentation and questioning               | oral exams                                                                                                                                                                                  | Enabling students to understand and learn about oral exams                                                                                                                            | 2       | 8<br>9   |
|  | Presentation and questioning               | Intelligence tests: definition and types                                                                                                                                                    | Enabling students to know and understand intelligence tests, their definition and types                                                                                               | 2       | 10<br>11 |
|  | Presentation and questioning               | Personality and tendencies assessments                                                                                                                                                      | Enabling students to know and understand personality traits and tendencies                                                                                                            | 2       | 12       |
|  | Presentation and questioning               | Non- testing measurement tools                                                                                                                                                              | Enabling students to know -and understand non testing assessment tools                                                                                                                | 2       | 13       |

|                                                                                                                                                                                                              |  |  |                                                                                  |   |    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|----------------------------------------------------------------------------------|---|----|
|                                                                                                                                                                                                              |  |  | Second month exam                                                                | 2 | 14 |
| 11. Course Evaluation                                                                                                                                                                                        |  |  |                                                                                  |   |    |
| 12 Learning Resources                                                                                                                                                                                        |  |  |                                                                                  |   |    |
| ----                                                                                                                                                                                                         |  |  | Required textbooks (methodology, if applicable)                                  |   |    |
| School achievement tests ( principles of constructing and analyzing their questions )<br>Prof. Dr. Abdul Wahid Hamid Al-Kubaisi , Prof. Dr. Hadi Mishaan Rabie                                               |  |  | (Main references (sources                                                        |   |    |
| Psychological and educational assessment and measurement; the symbolism of the stranger.<br>Principles of Educational Measurement and Evaluation for University Students and Arab Teachers, Saba Abu Labdeh. |  |  | Recommended supporting books and ,references (scientific journals – reports (etc |   |    |
| A number of educational websites                                                                                                                                                                             |  |  | Electronic references Internet sources                                           |   |    |

## Course Description Form

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1- Course Name:                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Assistive Technology and Devices for the Visually Impaired</b>                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 2- Course Code:                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>De mu 300</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 3- Semester / Year:                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>2025-2026</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 4- Description Preparation Date                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>2026/1/27</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 5 - Available Attendance Forms:                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>In-Person</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 6- Number of Credit Hours (Total) / Number of Units (Total)                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Total Number of Credit Hours (3)/ Total / Number of Units (3)                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 7- Course administrator's name (mention all, if more than one name)                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Name: Assist. Lect. Aya Ali Abbas</b></p> <p><b>Email: <a href="mailto:bas396.a.ali@uobabylon.edu.iq">bas396.a.ali@uobabylon.edu.iq</a></b></p> <p><b>Name: Assist. Lect. Hassan Kadhim Kraydee</b></p> <p><b>Email: <a href="mailto:bas436.hKadhim.ali@uobabylon.edu.iq">bas436.hKadhim.ali@uobabylon.edu.iq</a></b></p> <p><b>Name: Assist. Lect. Ali Kadhim</b></p> <p><b>Email: <a href="mailto:bas193.ali.kadhun@uobabylon.edu.iq">bas193.ali.kadhun@uobabylon.edu.iq</a></b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 8. Course Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>The general objectives of this course are to:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• <b>Define</b> the concept and fundamental principles of optical and assistive devices for the visually impaired.</li> <li>• <b>Identify</b> the selection criteria and standards for choosing appropriate assistive technology based on individual needs.</li> <li>• <b>Categorize</b> the various types of devices and tools utilized by individuals with visual impairments.</li> <li>• <b>Evaluate</b> educational and rehabilitative programs designed for the visually impaired to ensure technological integration.</li> </ul> |

|  |                                                                                                                                                                                                                                                                                                                                   |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• <b>Classify</b> optical devices according to their technical specifications and functional applications.</li> <li>• <b>Demonstrate</b> the significance and impact of utilizing assistive devices in enhancing the quality of life and independence of the visually impaired.</li> </ul> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 9. Teaching and Learning Strategies

|                     |                                                                                                                                                                                                |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>The Strategy</b> | <ul style="list-style-type: none"> <li>• <b>Lecturing</b></li> <li>• <b>Group Discussion</b></li> <li>• <b>Inquiry-Based Learning (Questioning)</b></li> <li>• <b>Brainstorming</b></li> </ul> |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 10. Course Structure

| <b>Weeks</b>       | <b>Hours</b> | <b>Intended Learning Outcomes</b>                                                    | <b>Course Content / Topics</b>                                               | <b>Learning Methods</b> | <b>Assessment Method</b>    |
|--------------------|--------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-------------------------|-----------------------------|
| <b>Week One</b>    | <b>3</b>     | <b>Define the concept of educational devices and aids for the visually impaired.</b> | <b>Introduction to Assistive Tools and Devices for the Visually Impaired</b> | <b>Lecturing</b>        | <b>Quiz</b>                 |
| <b>Week Two</b>    | <b>3</b>     | <b>Clarify the importance of using optical devices in education.</b>                 | <b>The Significance of Utilizing Educational Optical Devices</b>             | <b>Group Discussion</b> | <b>Oral Questions</b>       |
| <b>Week Three</b>  | <b>3</b>     | <b>Differentiate between the criteria for selecting educational optical devices</b>  | <b>Criteria for Selecting Optical Devices</b>                                | <b>Lecturing</b>        | <b>Written Assignment</b>   |
| <b>Week Four</b>   | <b>3</b>     | <b>Classify the types of educational optical devices.</b>                            | <b>Types of Educational Optical Devices</b>                                  | <b>Lecturing</b>        | <b>Quiz</b>                 |
| <b>Week Five</b>   | <b>3</b>     | <b>Interpret the foundations of optical device classification</b>                    | <b>Classification of Educational Optical Devices</b>                         | <b>Lecturing</b>        | <b>Quiz</b>                 |
| <b>Week Six</b>    | <b>3</b>     | <b>Apply the rules for the effective use of optical devices.</b>                     | <b>Guidelines for the Effective Use of Optical Devices</b>                   | <b>Group Discussion</b> | <b>Oral Questions</b>       |
| <b>Week Seven</b>  | <b>3</b>     | <b>Identify the principles of designing educational optical devices.</b>             | <b>Principles of Optical Device Design</b>                                   | <b>Group Discussion</b> | <b>Practical Assignment</b> |
| <b>Week Eight</b>  | <b>3</b>     | <b>Explain the concept and importance of educational graphics</b>                    | <b>Instructional Graphics</b>                                                | <b>Questioning</b>      | <b>Quiz</b>                 |
| <b>Week Nine</b>   | <b>3</b>     | <b>Distinguish between the types of educational maps and globes</b>                  | <b>Maps and Globes</b>                                                       | <b>Questioning</b>      | <b>Oral Questions</b>       |
| <b>Week Ten</b>    | <b>3</b>     | <b>Interpret the role of charts and graphs in education</b>                          | <b>Charts and Graphs</b>                                                     | <b>Group Discussion</b> | <b>Quiz</b>                 |
| <b>Week Eleven</b> | <b>3</b>     | <b>Evaluate the use of posters in education</b>                                      | <b>Educational Posters</b>                                                   | <b>Questioning</b>      | <b>Oral Questions</b>       |

|                      |          |                                                                                     |                                                                           |                      |                      |
|----------------------|----------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------|----------------------|----------------------|
| <b>Week Twelve</b>   | <b>3</b> | <b>Explain the types of educational boards and their uses.</b>                      | <b>Instructional Boards</b>                                               | <b>Questioning</b>   | Oral Questions       |
| <b>Week Thirteen</b> | <b>3</b> | <b>Identify modern optical devices used in education.</b>                           | <b>Optical Devices</b>                                                    | <b>Lecturing</b>     | Quiz                 |
| <b>Week Fourteen</b> | <b>3</b> | <b>Develop orientation and mobility (O&amp;M) skills for the visually impaired.</b> | <b>Orientation and Mobility Skills (O&amp;M)</b>                          | <b>Brainstorming</b> | Practical Assignment |
| <b>Week Fifteen</b>  | <b>3</b> | <b>Utilize optical tools and equipment in educational settings.</b>                 | <b>Utilization of Specialized Tools and Equipment for Optical Devices</b> | <b>Brainstorming</b> | Practical Assignment |

### 11-Course Evaluation

daily preparation, extracurricular activities, and monthly examinations, as follows:

- Monthly Examinations: Two (2) exams, each weighted at 15 points (Total: 30 points).
- Daily Participation and Activities: Evaluated at 10 points.
- Final Examination: Weighted at 60 points.

### 12-Learning and Teaching Resources

|                                                       |                                                                                   |
|-------------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Required Textbooks</b>                             | <b>None</b>                                                                       |
| <b>Main References (Sources)</b>                      | <b>Special Education: An Introduction to Visual Impairment, Zaidan Al-Sartawi</b> |
| <b>Recommended Supplementary Books and References</b> | <b>None</b>                                                                       |
| <b>Electronic References, Websites</b>                | <b>None</b>                                                                       |

## model a description The course

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| .١ The course name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                              |
| Methods of teaching reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                              |
| .٢ The course code                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                              |
| /                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                              |
| .٣ the chapter / Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                              |
| Second semester of the 2025-2026 academic year                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                              |
| .٤ Description this date numbers                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                              |
| 2026/2/16                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                              |
| .5 Available shapes the audience                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                              |
| .6 D Number of (2) Total Study Hours number                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                              |
| ( 2 Units Al -Kili                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                              |
| .7 Academic The course responsible name                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                              |
| if more from name It is mentioned                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                              |
| A M. Nasreen Qasim Abdul-Ridha M.M., Ward Falih M.M., Maryam Abdul-Hussein Jassim<br><a href="mailto:Basic.nisreen.q@uobabylon.edu.iq">Basic.nisreen.q@uobabylon.edu.iq</a>                                                                                                                                                                                                                                                                                                                        |                              |
| .٨ اهداف المقرر                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                              |
| <p>.He knows how to read -1<br/>It defines the concept of reading -2<br/>.difficulties and their treatments<br/>Diagnoses Reasons weakness -3<br/>.Reading<br/>.He recognizes its features -4<br/>Explains the concept of writing -5<br/>.recognition and writing weakness<br/>It identifies the reasons for weak -6<br/>.writing<br/>Distinguish between the types of -7<br/>.treatments for weak writing<br/>Determines writing skills .8<br/>Recognizes appropriate teaching -9<br/>methods</p> | <p>اهداف المادة الدراسية</p> |
| .٩ استراتيجيات التعليم والتعلم                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                              |

| Discussion method -1<br>Interrogation method -2<br>Brainstorming method -3<br>Role-playing method -4 |                              |                                                                      |                                                                   |         | الاستراتيجية           |
|------------------------------------------------------------------------------------------------------|------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------|---------|------------------------|
| ١٠. بنية المقرر                                                                                      |                              |                                                                      |                                                                   |         |                        |
| طريقة التقييم                                                                                        | طريقة التعلم                 | اسم الوحدة او الموضوع                                                | مخرجات التعلم المطلوبة                                            | الساعات | الأسبوع                |
| Daily tests                                                                                          | discussion                   | :Introduction to reading its importance and definition               | Definition of reading                                             | 2       | 1 Week<br>2 Week       |
| Daily tests                                                                                          | Interrogation                | Diagnosis of reading difficulties                                    | The concept of weak reading skills: its causes and manifestations | 2       | 3 Week                 |
| Daily tests                                                                                          | brainstorming                | Methods for diagnosing weaknesses in reading                         | The concept of reading                                            | 2       | 4 Week                 |
| Daily tests                                                                                          | discussion                   | Weakness in writing recognition skills: causes and treatment         | Weakness in reading speed skills: causes and treatment            | 2       | 5 Week<br>6 Week       |
| Daily tests                                                                                          | Discussion and questioning   | Causes of weakness in writing recognition skills and their treatment | The concept of writing                                            | 2       | 7 Week<br>8 Week       |
| Daily tests                                                                                          | Discussion and brainstorming | Weakness in reading speed skills                                     | The concept of weak writing                                       | 2       | 9 Week                 |
| Daily tests                                                                                          | Discussion and questioning   | Causes of weakness in reading speed skills and their treatment       | Diagnosing Reading Difficulties: Diagnostic Methods               | 2       | 10 Week<br>Week Eleven |
| Daily tests                                                                                          | role-playing                 | First month test                                                     |                                                                   | 2       |                        |
| Daily tests                                                                                          | Discussion and questioning   | Defining writing and explaining its importance                       | Learning about writing and its causes And its treatment           | 2       | Week Twelve<br>13 Week |
| Daily tests                                                                                          | brainstorming                | The concept of weakness in writing                                   | Improving writing skills among slow learners                      | 2       |                        |
| Daily tests                                                                                          | brainstorming                | The nature of weakness in writing                                    | The concept of writing                                            | 2       |                        |

|  |  |                   |                                                  |  |  |
|--|--|-------------------|--------------------------------------------------|--|--|
|  |  | Second month test | Signs of weak writing skills among slow learners |  |  |
|--|--|-------------------|--------------------------------------------------|--|--|

|                                                                                                                                                                                      |                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| .١١ .تقييم المقرر                                                                                                                                                                    |                                                                                                     |
| distribution Degree on according to Tasks The assigned In it student like Preparation Daily<br>No exams Daily oral and monthly<br>and liberation and reports .... etc                |                                                                                                     |
| .١٢ .مصادر التعلم والتدريس                                                                                                                                                           |                                                                                                     |
| nothing                                                                                                                                                                              | المكتب المعررة المصنوية ( المنهجية ان وجدت )                                                        |
| Reading problems from childhood to adolescence: diagnosis and treatment, Mustafa Riyad Badri<br>Reading and writing skills: teaching methods and strategies, by Kateb Qasim Muhammad | المراجع الرئيسية ( المصادر )<br>المراجع الساندة التي بها المجالات العامة<br>الكتب<br>التقارير.... ) |
|                                                                                                                                                                                      | المراجع الإلكترونية ، مواقع الانترنت                                                                |

## Course description template

|                                                                                                                                                                                                                                                                                                                                                                                                                              |                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Course Name . ١                                                                                                                                                                                                                                                                                                                                                                                                              |                       |
| Practical Braille Method                                                                                                                                                                                                                                                                                                                                                                                                     |                       |
| Course code . ٢                                                                                                                                                                                                                                                                                                                                                                                                              |                       |
| Br me 300                                                                                                                                                                                                                                                                                                                                                                                                                    |                       |
| Semester/Year . ٣                                                                                                                                                                                                                                                                                                                                                                                                            |                       |
| Second semester 2025-2026                                                                                                                                                                                                                                                                                                                                                                                                    |                       |
| Date this description was prepared . ٤                                                                                                                                                                                                                                                                                                                                                                                       |                       |
| 2026/1/27                                                                                                                                                                                                                                                                                                                                                                                                                    |                       |
| 5. Available attendance formats                                                                                                                                                                                                                                                                                                                                                                                              |                       |
| My                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |
| attendance . 6. Number of study hours (total) / Number of units (total)                                                                                                                                                                                                                                                                                                                                                      |                       |
| Total number of units (2) Total number of hours (2)                                                                                                                                                                                                                                                                                                                                                                          |                       |
| 7. Name of Course Coordinator ( if more than one name is used, please state ) : Prof. Dr.                                                                                                                                                                                                                                                                                                                                    |                       |
| Galal Aziz Farman, <a href="mailto:basic.galal.aziez@uobabylon.edu.iq">basic.galal.aziez@uobabylon.edu.iq</a> The tendencies are                                                                                                                                                                                                                                                                                             |                       |
| Name: M.M. Aya Ali Abbas                                                                                                                                                                                                                                                                                                                                                                                                     |                       |
| <a href="mailto:bas396.a.ali@uobabylon.edu.iq">bas396.a.ali@uobabylon.edu.iq</a> Email                                                                                                                                                                                                                                                                                                                                       |                       |
| ٨. اهداف المقرر                                                                                                                                                                                                                                                                                                                                                                                                              |                       |
| <ul style="list-style-type: none"> <li>• Practical introduction to the Braille cell system</li> <li>• Correct tactile reading of Arabic letters</li> <li>• Writing Arabic letters using Braille tools</li> <li>• Reading and writing numbers from 0 to 9 in Braille</li> <li>• Combining letters and numbers in simple practice exercises</li> <li>• Developing accuracy and speed in tactile reading and writing</li> </ul> | اهداف المادة الدراسية |
| ٩. استراتيجيات التعليم والتعلم                                                                                                                                                                                                                                                                                                                                                                                               |                       |
| Learning by doing, collaborative learning, demonstration and modeling, observation and imitation-based learning, immediate feedback, guided self-learning.                                                                                                                                                                                                                                                                   | الاستراتيجية          |

| ١٠. بنية المقرر                                                                             |                                                                                                  |                                                                                                       |                                                        |         |                   |
|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------|---------|-------------------|
| طريقة التقييم                                                                               | طريقة التعلم                                                                                     | اسم الوحدة او الموضوع                                                                                 | مخرجات التعلم المطلوبة                                 | الساعات | الأسبوع           |
| Practical training,                                                                         | performance<br>observation, applied                                                              | The student should be able to distinguish the shapes of the letters (y-y).<br>The different alphabets |                                                        | 2       | First week        |
| Performance<br>observation, a practical activity                                            | Cooperative<br>learning, role-playing situations                                                 | The student should master writing the letters (y-y-y).                                                |                                                        | 2       | Week 2            |
| practical control                                                                           | Individual and<br>group practical training                                                       | The student should be able to distinguish the letters (y-y-y) by touch                                |                                                        | 2       | Week 3            |
| Presentation and modeling practical test                                                    |                                                                                                  | The student should write the letters (y - y - y) accurately                                           |                                                        | 2       | Week 4            |
| Presentation and modeling practical test                                                    |                                                                                                  | The student should master reading and writing the letters (y-y-y). The                                |                                                        | 2       | Week 5            |
| exercise,<br>performance                                                                    | student should be able to distinguish the letters (y-y-y). Practical application<br>observation. |                                                                                                       |                                                        | 2       | Week 6,<br>Week 7 |
| through practical training, a practical<br>test, and applied activities. The student should |                                                                                                  | The student should write the letters (y-y-y-y) accurately<br>master writing the letters (y-y-y-y)     |                                                        | 2       |                   |
| practical activity                                                                          | through applied                                                                                  | letter instruction. The student should read the letters (y-y-y)<br>correctly.                         |                                                        | 2       | Week 8            |
| Practical assessment                                                                        | self-learning                                                                                    | The student should master using the letters (y-y-y).<br>The student                                   |                                                        | 2       | Week 9            |
| Practical assignment                                                                        | Collaborative learning,                                                                          | should write the letters (y-y-y) accurately.                                                          |                                                        | 2       | Week 10           |
| Performance Observer                                                                        | Practical training                                                                               |                                                                                                       |                                                        | 2       | Week<br>Eleven    |
| Practical training, practical test                                                          |                                                                                                  | The student should read the letters (y-y-y-y)                                                         |                                                        | 2       | Week 12           |
| Learn by doing;                                                                             | practical evaluation<br>of presentation and modeling.                                            | The student should be able to distinguish between the special<br>numbers (0-1-2).                     |                                                        | 2       | Week<br>thirteen  |
| practical control                                                                           | collaborative learning                                                                           | The numbers (6-5-4-3)                                                                                 | The student should master<br>writing numbers.          | 2       | Week 14           |
| Practical training,                                                                         | performance<br>observation, learning by doing                                                    | The numbers (9-8-7)                                                                                   | The student should master<br>writing compound numbers. | 2       | Week<br>fifteen   |

-11 Course

Assessment Grade Distribution: Monthly exam (1) practical (12) marks and monthly exam (2) theoretical, each exam (14) marks, in addition to a final practical exam of (20) marks and a final theoretical exam of (40) marks

-12 Learning and teaching resources

|                                                                                                                                                                  |                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <p><b>Fundamentals of Teaching Braille Reading and Writing (Strategies and Applications) by Prof. Dr. Haider Hatem and Asst. Prof. Dr. Jalal Aziz Farman</b></p> | <p>Required textbooks (methodology, if applicable)</p>                                                    |
| <p><b>Is there?</b></p>                                                                                                                                          | <p>Main references: Sources, books,</p>                                                                   |
| <p><b>Is there?</b></p>                                                                                                                                          | <p>and recommended supporting references (scientific journals, reports, etc.), electronic references,</p> |
| <p><b>Is there</b></p>                                                                                                                                           | <p>websites</p>                                                                                           |

## model a description Headquarters

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>name The course</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | .١                    |
| <b>Braille method (theory)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                       |
| <b>code The course</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | .٢                    |
| /                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       |
| <b>the chapter / Year</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | .٣                    |
| <b>2025-2026</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                       |
| <b>date numbers this Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | .٤                    |
| <b>2026/1/27</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                       |
| <b>5. shapes the audience Available</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                       |
| <b>My presence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                       |
| <b>6. number Hours Study ( The whole ) / number Units ( Total )</b>                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |
| <b>Total number of units (2) Total number of hours (2)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                       |
| <b>7. name responsible The course Academic ( if more from name (It is mentioned )</b>                                                                                                                                                                                                                                                                                                                                                                                                                         |                       |
| Name: Prof. Dr. Jalal Aziz Farman<br>Doesn't he tend :<br><a href="mailto:basic.galal.aziez@uobabylon.edu.iq">basic.galal.aziez@uobabylon.edu.iq</a>                                                                                                                                                                                                                                                                                                                                                          |                       |
| <b>٨. اهداف المقرر</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                       |
| <ul style="list-style-type: none"> <li>• The student will learn about the concept of Braille.</li> <li>• Understanding the origins and historical development of the Braille method</li> <li>• Understanding the nature of the Braille system and its writing and reading cells</li> <li>• Explaining the theoretical foundations of reading and writing in Braille</li> <li>• Analysis of the factors influencing the learning and teaching of Braille</li> <li>• Identifying the characteristics</li> </ul> | اهداف المادة الدراسية |

| <p>and forms of tactile perception in blind people</p> <ul style="list-style-type: none"> <li>Developing students' awareness of the importance of integrating Braille into special education programs</li> </ul> |               |                                                       |                                                                               |         |              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------------------------|-------------------------------------------------------------------------------|---------|--------------|
| ٩. استراتيجيات التعليم والتعلم                                                                                                                                                                                   |               |                                                       |                                                                               |         |              |
| Lecture - Questioning - Discussion - Brainstorming                                                                                                                                                               |               |                                                       |                                                                               |         | الاستراتيجية |
| ١٠. بنية المقرر                                                                                                                                                                                                  |               |                                                       |                                                                               |         |              |
| طريقة التقييم                                                                                                                                                                                                    | طريقة التعلم  | اسم الوحدة او الموضوع                                 | مخرجات التعلم المطلوبة                                                        | الساعات | الأسبوع      |
| Oral questions                                                                                                                                                                                                   | Lecture       | Introduction to the Braille method and its importance | The student should become familiar with the concept of Braille.               | 2       | Week 1       |
| Short test                                                                                                                                                                                                       | Lecture       | A historical introduction to the Braille method       | The student should explain the origins of Braille.                            | 2       | Week 2       |
| Oral questions                                                                                                                                                                                                   | discussion    | The importance of special education departments       | The student should become familiar with the departments of special education. | 2       | Week 3       |
| homework                                                                                                                                                                                                         | discussion    | The importance of teaching the Braille curriculum     | The student should explain the importance of teaching Braille.                | 2       | Week 4       |
| Short test                                                                                                                                                                                                       | discussion    | Objectives of teaching Braille                        | The student should list the objectives of teaching Braille.                   | 2       | Week 5       |
| homework                                                                                                                                                                                                         | brainstorming | Definition of the Braille method and its cells        | The student should explain the role of the sense of touch.                    | 2       | Week 6       |
| Various activities                                                                                                                                                                                               | Interrogation | The sense of touch and its importance for the blind   | The student should distinguish tactile perception.                            | 2       | Week 7       |

|                       |                      |                                                  |                                                                                                  |          |                      |
|-----------------------|----------------------|--------------------------------------------------|--------------------------------------------------------------------------------------------------|----------|----------------------|
| <b>Oral questions</b> | <b>Lecture</b>       | <b>Tactile perception and its forms</b>          | <b>The student should demonstrate the development of tactile perception.</b>                     | <b>2</b> | <b>Week 8</b>        |
| <b>Short test</b>     | <b>brainstorming</b> | <b>Methods for developing the sense of touch</b> | <b>The student should identify the factors that influence tactile perception.</b>                | <b>2</b> | <b>Week 9</b>        |
| <b>Short test</b>     | <b>Interrogation</b> | <b>Factors affecting tactile perception</b>      | <b>The student should explain the basics of reading.</b>                                         | <b>2</b> | <b>Week 10</b>       |
| <b>Oral questions</b> | <b>Lecture</b>       | <b>Basics of reading Braille</b>                 | <b>The student should explain the rules of reading.</b>                                          | <b>2</b> | <b>Week Eleven</b>   |
| <b>Oral questions</b> | <b>Lecture</b>       | <b>Rules for reading Braille</b>                 | <b>The student should explain the basics of writing.</b>                                         | <b>2</b> | <b>Week Twelve</b>   |
| <b>homework</b>       | <b>Lecture</b>       | <b>Basics of writing in Braille</b>              | <b>The student should explain the factors that influence the teaching of the Braille method.</b> | <b>2</b> | <b>Week 13</b>       |
| <b>Short test</b>     | <b>discussion</b>    | <b>Factors affecting the teaching of Braille</b> | <b>The student should master writing numbers</b>                                                 | <b>2</b> | <b>Week Fourteen</b> |
| <b>Short test</b>     | <b>Lecture</b>       | <b>Braille writing tools</b>                     | <b>The student should become familiar with Braille tools.</b>                                    | <b>2</b> | <b>Week fifteen</b>  |

### 11 - Course Evaluation

Grade distribution: One monthly practical exam (12) worth 12 marks, and two monthly theoretical exams (2) worth 14 marks each, in addition to a final practical exam worth 20 marks and a final theoretical exam worth 40 marks.

| 12- Learning and teaching resources                                                                                                                       |                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <b>Fundamentals of Teaching Braille Reading and Writing (Strategies and Applications) by Prof. Dr. Haider Hatem and Asst. Prof. Dr. Jalal Aziz Farman</b> | Required textbooks (methodology, if applicable)                               |
| <b>nothing</b>                                                                                                                                            | Main References Sources                                                       |
| <b>nothing</b>                                                                                                                                            | Recommended supporting books and references (scientific journals, reports...) |
| <b>nothing</b>                                                                                                                                            | Electronic references, websites                                               |

| / Course Name: Psychology Behavioral and Emotional Disorder -1<br>Second Year of Study                                                        |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |                                          |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|------------------------------------------|--|
| -:Course code -2                                                                                                                              |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |                                          |  |
| The semester/academic year of the course: The second semester of -3<br>(2025-2026) the academic year                                          |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |                                          |  |
| (26/02/2026) :Date this description was prepared -4                                                                                           |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |                                          |  |
| Available attendance formats: In person -5                                                                                                    |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |                                          |  |
| (3) :Total number of study hours: (3) hours . Total number of units -6<br>.units                                                              |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |                                          |  |
| ,The name of the course coordinator, if there is more than one name -7<br>.mention it                                                         |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |                                          |  |
| Name : Prof. Dr. Hawraa Abbas Karmash<br>Email : <a href="mailto:basic.hawraa.abbas@uobabylon.edu.iq">basic.hawraa.abbas@uobabylon.edu.iq</a> |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |                                          |  |
| :Course objectives -8                                                                                                                         |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |                                          |  |
| Course Objectives                                                                                                                             |       | <p>That recognizes student on concept Disturbances -1<br/>. Behavioral and emotional</p> <p>That He distinguishes student between Varieties -2<br/>. Disturbances Behavioral and emotional</p> <p>That compare student between features troubled -3<br/>. Behaviorally and emotionally</p> <p>that It is mentioned student Factors Injury With - 4<br/>.disturbances Behavioral</p> <p>that Classified student children troubled Behaviorally - 5<br/>. and emotionally</p> |                                               |                                          |  |
| Teaching and learning strategies -9                                                                                                           |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |                                          |  |
| Strategies                                                                                                                                    |       | Dialogue, discussion, and questioning                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                               |                                          |  |
| :Course structure -10                                                                                                                         |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |                                          |  |
| Week                                                                                                                                          | Hours | Required learning outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Unit or topic name                            | Learning method                          |  |
| 1                                                                                                                                             | 3     | Understanding the subject and applying it practically                                                                                                                                                                                                                                                                                                                                                                                                                       | The concept of disorders and their prevalence | Dialogue and discussion and interrogatio |  |

|    |   |                                                       |                                                                       |                                        |  |
|----|---|-------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------|--|
|    |   |                                                       |                                                                       | n                                      |  |
| 2  | 3 | Understanding the subject and applying it practically | Characteristics of behaviorally and emotionally disturbed individuals | , Dialogue ,discussion and questioning |  |
| 3  | 3 | Understanding the subject and applying it practically | American Psychiatric Association -Classification IV - DSM 5           | , Dialogue ,discussion and questioning |  |
| 4  | 3 | Understanding the subject and applying it practically | Medical classification                                                | , Dialogue ,discussion and questioning |  |
| 5  | 3 | Understanding the subject and applying it practically | Classification by severity of disorder                                | , Dialogue ,discussion and questioning |  |
| 6  | 3 | Understanding the subject and applying it practically | Psychological classification                                          | , Dialogue ,discussion and questioning |  |
| 7  | 3 | Understanding the subject and applying it practically | Causes of behavioral and emotional disorders                          | , Dialogue ,discussion and questioning |  |
| 8  | 3 | First month test                                      |                                                                       |                                        |  |
| 9  | 3 | Understanding the subject and applying it practically | Aggressive behavior - definition - symptoms) (treatment               | , Dialogue ,discussion and questioning |  |
| 10 | 3 | Understanding the subject and applying it practically | - Selfishness (Definition (Symptoms - Treatment                       | , Dialogue ,discussion and questioning |  |

|                                                                                                                          |   |                                                       |                                                                                                                                                                                                                                                            |                                       |  |
|--------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|--|
| 11                                                                                                                       | 3 | Understanding the subject and applying it practically | Stubbornness ,definition, symptoms) (treatment<br>Disruptive behavior ,definition, symptoms) (treatment                                                                                                                                                    | ,Dialogue ,discussion and questioning |  |
| 12                                                                                                                       | 3 | Understanding the subject and applying it practically | Drug and alcohol ,addiction (definition symptoms, and (treatment                                                                                                                                                                                           | ,Dialogue ,discussion and questioning |  |
| 13                                                                                                                       | 3 | Understanding the subject and applying it practically | Internet addiction ,definition, symptoms) (and treatment<br>- Lying (Definition (Symptoms - Treatment                                                                                                                                                      | ,Dialogue ,discussion and questioning |  |
| 14                                                                                                                       | 3 | Understanding the subject and applying it practically | Theories that explain behavioral and emotional disorders                                                                                                                                                                                                   | ,Dialogue ,discussion and questioning |  |
| 15                                                                                                                       | 3 | <b>Second month test</b>                              |                                                                                                                                                                                                                                                            |                                       |  |
| :Course evaluation -11                                                                                                   |   |                                                       |                                                                                                                                                                                                                                                            |                                       |  |
| .Facial expressions as a method of providing feedback to students -1<br>.Surprise test (QOS), written test, oral test -2 |   |                                                       |                                                                                                                                                                                                                                                            |                                       |  |
| :Learning and teaching resources -12                                                                                     |   |                                                       |                                                                                                                                                                                                                                                            |                                       |  |
| - Required textbooks and curriculum (if any)                                                                             |   |                                                       | nothing                                                                                                                                                                                                                                                    |                                       |  |
| - Main references (sources)                                                                                              |   |                                                       | Peter, Keep Peter (2010). Edit Building behavior Children " , house The march For publication" .Distribution, Amman, Jordan (2012 ) Zaghoul, Emad slave The Merciful - ,Disturbances emotionality behavior I have children . house sunrise , Oman , Jordan |                                       |  |
| - Recommended mainstream books and references (scientific journals, reports...)                                          |   |                                                       | nothing                                                                                                                                                                                                                                                    |                                       |  |
| - Electronic references - Internet sources.                                                                              |   |                                                       | nothing                                                                                                                                                                                                                                                    |                                       |  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                 |                    |                            |        |      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------|----------------------------|--------|------|
| / Course Title: Psychology of Behavioral and Emotional Disorders -1<br>Second Year                                                                                                                                                                                                                                                                                                                                                                                                         |                 |                    |                            |        |      |
| :Course Code -2                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                 |                    |                            |        |      |
| Semester/Academic Year: Second Semester of the Academic Year -3<br>(2025-2026)                                                                                                                                                                                                                                                                                                                                                                                                             |                 |                    |                            |        |      |
| (2026 ,26 Date of Preparation of this description: (February -4                                                                                                                                                                                                                                                                                                                                                                                                                            |                 |                    |                            |        |      |
| Available Attendance Methods: In-person -5                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |                    |                            |        |      |
| 3 :Total Credit Hours -6                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                 |                    |                            |        |      |
| : (Name of Course Instructor (if applicable -7                                                                                                                                                                                                                                                                                                                                                                                                                                             |                 |                    |                            |        |      |
| . Name: Prof. Dr. Hawraa Abbas Kurmash<br>Email: <a href="mailto:basic.hawraa.abbas@uobabylon.edu.iq">basic.hawraa.abbas@uobabylon.edu.iq</a>                                                                                                                                                                                                                                                                                                                                              |                 |                    |                            |        |      |
| :Course Objectives -8                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                 |                    |                            |        |      |
| For students to understand the concept of-1<br>.behavioral and emotional disorders<br>For students to differentiate between the-2<br>.types of behavioral and emotional disorders<br>For students to compare the characteristics -3<br>of individuals with behavioral and emotional<br>.disorders<br>For students to identify the factors .4<br>.contributing to behavioral disorders<br>The student should be able to classify .5<br>children with behavioral and emotional<br>.disorders |                 |                    | Course Objectives          |        |      |
| Teaching and Learning Strategies -9                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                 |                    |                            |        |      |
| Dialogue, Discussion, and Questioning                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                 |                    | Strategies                 |        |      |
| :Course Structure -10                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                 |                    |                            |        |      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Learning Method | Unit or Topic Name | Required Learning Outcomes | Hour s | Week |

|                           |                                                  |                                                                                    |                                                               |   |    |
|---------------------------|--------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------|---|----|
|                           | , Dialogue<br>, discussion<br>and<br>questioning | The Concept of<br>Disorders and<br>Their<br>Prevalence                             | Understanding<br>and Practical<br>Application of<br>the Topic | 3 | 1  |
|                           | , Dialogue<br>, discussion<br>and<br>questioning | Characteristics<br>of Individuals<br>with Behavioral<br>and Emotional<br>Disorders | Understanding<br>and Practical<br>Application of<br>the Topic | 3 | 2  |
|                           | , Dialogue<br>, discussion<br>and<br>questioning | American<br>Psychiatric<br>Association<br>Classification IV<br>5-DSM -             | Understanding<br>and Practical<br>Application of<br>the Topic | 3 | 3  |
|                           | , Dialogue<br>, discussion<br>and<br>questioning | Medical<br>Classification                                                          | Understanding<br>and Practical<br>Application of<br>the Topic | 3 | 4  |
|                           | , Dialogue<br>, discussion<br>and<br>questioning | Classification<br>According to the<br>Severity of the<br>Disorder                  | Understanding<br>and Practical<br>Application of<br>the Topic | 3 | 5  |
|                           | , Dialogue<br>, discussion<br>and<br>questioning | Psychological<br>Classification                                                    | Understanding<br>and Practical<br>Application of<br>the Topic | 3 | 6  |
|                           | , Dialogue<br>, discussion<br>and<br>questioning | Causes of<br>Behavioral and<br>Emotional<br>Disorders                              | Understanding<br>and Practical<br>Application of<br>the Topic | 3 | 7  |
| <b>First Monthly Test</b> |                                                  |                                                                                    |                                                               | 3 | 8  |
|                           | , Dialogue<br>, discussion<br>and<br>questioning | Irritable<br>Behavior<br>- Definition)<br>- Symptoms<br>(Treatment                 | Understanding<br>and Practical<br>Application of<br>the Topic | 3 | 9  |
|                           | , Dialogue<br>, discussion<br>and<br>questioning | Selfishness<br>- Definition)<br>- Symptoms<br>(Treatment                           | Understanding<br>and Practical<br>Application of<br>the Topic | 3 | 10 |
|                           | , Dialogue<br>, discussion                       | Stubbornness -<br>- Definition)                                                    | Understanding<br>and Practical                                | 3 | 11 |

|                                                                                                                                                                                                                                                                     |                                         |                                                                                                     |                                                      |   |    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------|---|----|
|                                                                                                                                                                                                                                                                     | and questioning                         | - Symptoms (Treatment Disruptive - Behavior - Definition) - Symptoms - (Treatment                   | Application of the Topic                             |   |    |
|                                                                                                                                                                                                                                                                     | , Dialogue , discussion and questioning | Drug and Alcohol Addiction - Definition) - Symptoms (Treatment                                      | Understanding and Practical Application of the Topic | 3 | 12 |
|                                                                                                                                                                                                                                                                     | , Dialogue , discussion and questioning | Internet- Addiction - Definition) - Symptoms (Treatment Lying - - Definition) - Symptoms (Treatment | Understanding and Practical Application of the Topic | 3 | 13 |
|                                                                                                                                                                                                                                                                     | , Dialogue , discussion and questioning | Theories that Explain Behavioral and Emotional Disorders                                            | Understanding and Practical Application of the Topic | 3 | 14 |
| Second Monthly Exam                                                                                                                                                                                                                                                 |                                         |                                                                                                     |                                                      | 3 | 15 |
| :Course Assessment -11                                                                                                                                                                                                                                              |                                         |                                                                                                     |                                                      |   |    |
| Facial Expressions, Student Feedback-1 Quizzes, Written Exams, Oral Exams -2                                                                                                                                                                                        |                                         |                                                                                                     |                                                      |   |    |
| :Learning and Teaching Resources -12                                                                                                                                                                                                                                |                                         |                                                                                                     |                                                      |   |    |
| None                                                                                                                                                                                                                                                                |                                         |                                                                                                     | Required Textbooks (if - : (applicable               |   |    |
| - Butros, Hafez Butros (2010). Modifying and Building Children's Behavior, Dar Al-Masirah for Publishing and Distribution, Amman, Jordan.<br>- Al-Zaghloul, Emad Abdul Rahim (2012). Emotional and Behavioral Disorders in Children, Dar Al-Shorouk, Amman, Jordan. |                                         |                                                                                                     | Main References - - : (Sources)                      |   |    |
| None                                                                                                                                                                                                                                                                |                                         |                                                                                                     | Recommended -                                        |   |    |

|      |                                                                      |
|------|----------------------------------------------------------------------|
|      | Common Books and<br>References(Scientific<br>:Journals, Reports, etc |
| None | - Electronic References<br>:Internet Resources                       |

## Course Description Form

|                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Course Name:</b>                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| methods of Teaching Reading                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>2. Course Code:</b>                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>3. Semester / Year:</b>                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Second course 2025/2026                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>4. Description Preparation Date:</b>                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 16/2/2025                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>5. Available Attendance Forms:</b>                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 2                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>7. Course administrator's name (mention all, if more than one name)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Name: Nisreen qasim<br>Email: basic.nisreen.q@uobabylon.edu.iq             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>8. Course Objectives</b>                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Course Objectives</b>                                                   | <ul style="list-style-type: none"> <li>• 1. Defines reading.</li> <li>• 2. Identifies the concept reading disability and treatments.</li> <li>• 3. Diagnoses the causes reading disability.</li> <li>• 4. Recognizes its manifestatio</li> <li>• 5. Explains the concept dyslexia and dysgraphia.</li> <li>• 6. Identifies the causes dysgraphia.</li> <li>• 7. Differentiates between ty of treatments for dysgraphia.</li> <li>• 8. Identifies writing skills.</li> <li>• 9. Recognizes suitable teach</li> </ul> |

|  |                                                                                                                                                                                                                                     |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>methods.</p> <ul style="list-style-type: none"> <li>•</li> <li>• These align well with educational objectives in reading and writing pedagogy, such as those used in special education or literacy instruction plans.</li> </ul> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### 9. Teaching and Learning Strategies

|                 |                                                                                                          |
|-----------------|----------------------------------------------------------------------------------------------------------|
| <b>Strategy</b> | 1- Discussion method -<br>2- Questioning method -<br>3- Brainstorming method -<br>4- Role-playing method |
|-----------------|----------------------------------------------------------------------------------------------------------|

### 10. Course Structure

| Week | Hours                                          | Required Learning Outcomes                        | Unit or subject name                       | Learning method | Evaluation method |
|------|------------------------------------------------|---------------------------------------------------|--------------------------------------------|-----------------|-------------------|
| 1    | 2                                              | Knows teaching theories                           | The concept of teaching theories           | Al-Makhshaf     | Daily Tests       |
| 2    |                                                |                                                   |                                            |                 | Daily Tests       |
| 3    |                                                |                                                   |                                            |                 | Daily Tests       |
| 4    |                                                | Knows teaching terms                              | Teaching terms                             | questioning     | Daily Tests       |
| 5    |                                                |                                                   |                                            |                 | Daily Tests       |
| 6    |                                                |                                                   |                                            |                 | Daily Tests       |
| 7    |                                                | Knows teaching skills                             | Teaching skills                            | Mental stor     | Daily Tests       |
| 8    |                                                |                                                   |                                            |                 | Daily Tests       |
| 9    |                                                |                                                   |                                            |                 | Daily Tests       |
| 10   |                                                | He knows the teaching of al-afāl                  | Active teaching                            | Al-Makhshaf     | Daily Tests       |
| 11   |                                                |                                                   |                                            |                 | Daily Tests       |
| 12   |                                                |                                                   |                                            |                 | Daily Tests       |
| 13   |                                                |                                                   |                                            |                 | Daily Tests       |
| 14   |                                                | He knows how to diversify teaching and strategies | Diversification of teaching and strategies | questioning     | Daily Tests       |
|      | Daily Tests                                    |                                                   |                                            |                 |                   |
|      | It is known as 'commonly used teaching methods | The concept of popular teaching methods           | Discussion a mental stor                   | Discussion a    |                   |
|      |                                                |                                                   |                                            |                 |                   |

|  |  |                                                                                                                                                                                |                                                                                                                              |                                          |  |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|--|
|  |  | <p>Knows research-based teaching methods</p> <p>Knows the concept of cooperative and individual learning</p> <p>He knows teaching methods based on research and innovation</p> | <p>based on research</p> <p>The concept of cooperative learning</p> <p>Teaching methods based on research and innovation</p> | <p>Al-Makhshari</p> <p>Playing cards</p> |  |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|--|

### 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)                      | The book of teaching methods by Ibtisam Sahib Al-Zavini and also the book of general teaching methods by Ibtisam Sahib |
| Main references (sources)                                          | Nothing                                                                                                                |
| Recommended books and references (scientific journals, reports...) | Nothing                                                                                                                |
| Electronic References, Websites                                    | Nothing                                                                                                                |

|                                                                                                                                                                                                                                                                                                                                                                             |              |                                                    |                                                    |         |                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------------------------------------------------|----------------------------------------------------|---------|-----------------------|
| Course Name: Methods of Teaching Mathematics .1                                                                                                                                                                                                                                                                                                                             |              |                                                    |                                                    |         |                       |
| Course code .2                                                                                                                                                                                                                                                                                                                                                              |              |                                                    |                                                    |         |                       |
| 2025-2026 Semester/Year: First semester of the academic year .3                                                                                                                                                                                                                                                                                                             |              |                                                    |                                                    |         |                       |
| 1/2/2026 :Date this description was prepared .4                                                                                                                                                                                                                                                                                                                             |              |                                                    |                                                    |         |                       |
| Available attendance formats: In-person .5                                                                                                                                                                                                                                                                                                                                  |              |                                                    |                                                    |         |                       |
| Total number of study hours (3) Total .6<br>(3) number of units                                                                                                                                                                                                                                                                                                             |              |                                                    |                                                    |         |                       |
| The name of the course instructor (if .7<br>there is more than one) should be<br>.mentioned                                                                                                                                                                                                                                                                                 |              |                                                    |                                                    |         |                       |
| Name: M.M. Ali Salim and Tut<br>Email: <a href="mailto:bsc.ali.cancun@uobabylon.edu.iq">bsc.ali.cancun@uobabylon.edu.iq</a>                                                                                                                                                                                                                                                 |              |                                                    |                                                    |         |                       |
| .8 اهداف المقرر                                                                                                                                                                                                                                                                                                                                                             |              |                                                    |                                                    |         |                       |
| The aim of teaching mathematics teaching methods is to learn about<br>mathematics, its types, and how it is done<br>The classification of mathematics and the characteristics of<br>mathematics from all aspects<br>?And how is mathematics taught<br>?What are the methods of communication in teaching mathematics<br>?What are the aspects of the mathematics curriculum |              |                                                    |                                                    |         | اهداف المادة الدراسية |
| .9 استراتيجيات التعليم والتعل                                                                                                                                                                                                                                                                                                                                               |              |                                                    |                                                    |         |                       |
| Lecture, discussion, and questioning                                                                                                                                                                                                                                                                                                                                        |              |                                                    |                                                    |         | Strategies            |
| .10 بنية ال                                                                                                                                                                                                                                                                                                                                                                 |              |                                                    |                                                    |         |                       |
|                                                                                                                                                                                                                                                                                                                                                                             | طريقة التعلم | اسم الوحدة او الموضوع                              | مخرجات التعلم المطلوبة                             | الساعات | Week                  |
|                                                                                                                                                                                                                                                                                                                                                                             | a lecture    | Introduction to<br>Mathematics Teaching<br>Methods | Introduction to<br>mathematics: its<br>.definition | 3       | 1                     |
|                                                                                                                                                                                                                                                                                                                                                                             | Lecture      | Classification of                                  | Classification of                                  | 3       | 2                     |

|  |                         |                                                     |                                                     |   |    |
|--|-------------------------|-----------------------------------------------------|-----------------------------------------------------|---|----|
|  | and discussion          | Mathematics                                         | mathematical methods                                |   |    |
|  | a lecture               | Mathematics units                                   | Units on methods of teaching mathematics            | 3 | 3  |
|  | discussion              | Characteristics of mathematics                      | Characteristics of 1 Mathematics, Part              | 3 | 4  |
|  | Lecture and discussion  | Stages of teaching counting and numbers to children | Stages of teaching counting and numbers to children | 3 | 5  |
|  |                         | First monthly test                                  | First monthly test                                  |   | 6  |
|  | Lecture and discussion  | Methods of diagnosing mathematics                   | Methods of measuring mathematics                    | 3 | 7  |
|  | Lecture and discussion  | Assessment methods used in the primary stage        | Communication methods using mathematical methods    | 3 | 8  |
|  | Lecture and discussion  | Calendar tools                                      | Calendar tools                                      | 3 | 9  |
|  | Lecture and questioning | Methods that should be taught in mathematics        | Methods that should be taught in mathematics        | 3 | 10 |
|  | Lecture and discussion  | Teaching the preparatory stages                     | Teaching the preparatory stages                     | 3 | 11 |
|  |                         | Second monthly test                                 | Second monthly test                                 |   | 12 |
|  | Lecture and discussion  | Guidelines for teaching mental arithmetic           | Guidelines for teaching mental arithmetic           | 3 | 13 |
|  | Lecture and discussion  | Mathematical algorithms                             | Mathematical algorithms                             | 3 | 14 |

|                       |                                           |  |                                                                                   |           |
|-----------------------|-------------------------------------------|--|-----------------------------------------------------------------------------------|-----------|
|                       | n                                         |  |                                                                                   |           |
| Course Evaluation .11 |                                           |  |                                                                                   |           |
| Learning Resources 12 |                                           |  |                                                                                   |           |
|                       |                                           |  | Required                                                                          | textbooks |
|                       |                                           |  | (methodology, if applicable)                                                      |           |
|                       | A book on methods of teaching mathematics |  | (Main references (sources                                                         |           |
|                       | A book on methods of teaching mathematics |  | Recommended supporting books and references (scientific journals (.reports, etc – |           |
|                       |                                           |  | Electronic references – Internet resources                                        |           |

## Course Description Form

|                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course Name: Educational Psychology                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                |
| 1.                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                |
| 2. Course Code:                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                |
| 3. Semester / Year:2025-2026                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                |
| 4. Description Preparation Date: February 1, 2026                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                |
| 5. Available Attendance Forms: In-person                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                |
| 6. Number of Credit Hours (Total)    20    / Number of Units (Total) 2                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                |
| 7. Course administrator's name (mention all, if more than one name)                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                |
| <p>Name:</p> <p>Dr.</p> <p>saba</p> <p>lateef</p> <p>Abdul .....<br/> kadhi .....<br/> m .....</p> <p>Email:</p> <p><a href="mailto:bsc.sa">bsc.sa</a></p> <p><a href="mailto:ba.ab">ba.ab</a></p> <p><a href="mailto:dulka">dulka</a></p> <p><a href="mailto:dhim">dhim</a></p> <p><a href="mailto:@uob">@uob</a></p> <p><a href="mailto:abylo">abylo</a></p> <p><a href="mailto:n.edu">n.edu</a></p> <p><a href="mailto:ig">ig</a></p> |                                                                                                                                                                                                                                                                                                                                |
| 8. Course Objectives                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                |
| <p><b>Course Objectives</b></p>                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>■ Prepare and qualify specialists in Special Education to meet labor market requirements.</li> <li>■ Provide facts that enable teachers to achieve their professional goals.</li> <li>■ Appreciate the importance of human relations within classrooms in building students'</li> </ul> |

|  |                                                                                                                                                                                                                                                                                                        |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>personalities.</p> <ul style="list-style-type: none"> <li>■ Understand precise methods, evaluate student results, and reach the laws governing human behavior.</li> <li>■ Attain scientific psychological information that contributes to enhancing or hindering the educational process</li> </ul> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

9. Teaching and Learning Strategies

|                 |  |
|-----------------|--|
| <b>Strategy</b> |  |
|-----------------|--|

10. Course Structure

| Week | Hours | Required Learning Outcomes       | Unit or subject name                                                | Learning method        | Evaluation method |
|------|-------|----------------------------------|---------------------------------------------------------------------|------------------------|-------------------|
| 1    | 2     | Basics of Educational Psychology | Introduction; Definition and Importance of Educational Psychology   | Lecture & Discussion   |                   |
| 2    | 2     | Basics of Educational Psychology | Goals of Educational Psychology; Relationship with other sciences.  | Lecture & Discussion   |                   |
| 3    | 2     | Learning                         | Definition of Learning; Conditions for effective learning.          | a lecture              |                   |
| 4    | 2     | Learning                         | Learning Theories (Behavioral and Cognitive)                        | Lecture and discussion |                   |
| 5    | 2     | Learning                         | Experimental facts, laws, and educational applications.             | Lecture & Inquiry      |                   |
| 6    | 2     | The Educational                  | Interpretation of the process; Factors affecting its effectiveness. | Lecture                |                   |
| 7    | 2     | Classroom Environment,           | teacher personality traits (Psychological, Physical,                | Lecture and            |                   |

|    |   |                      |                                                                              |                                 |  |
|----|---|----------------------|------------------------------------------------------------------------------|---------------------------------|--|
|    |   |                      | Mental, and Social).                                                         | discussion                      |  |
| 8  | 2 | Motivation           | Definition; Educational functions; Strategies to stimulate student           | .Lecture & Cooperative Learning |  |
| 9  | 2 | Memory & Forgetting  | \Definition and importance; Contemporary perspectives (Cognitive view).      | .Lecture & Discussion           |  |
| 10 | 2 | Memory & Forgetting  | Behavioral and Gestalt perspectives.                                         | .Lecture & Discussion           |  |
| 11 | 2 | Memory mechanisms    | \ Factors affecting recall; Forgetting (proactive/retroactive interference). | .Lecture & Inquiry              |  |
| 12 | 2 | Transfer of Learning | Definition, dimensions, and theories of transfer of training.Lecture         | .Lecture                        |  |
| 13 | 2 | feedback             | Definition, determinants, and dimensions of feedback.                        | .Lecture & Discussion           |  |
| 14 | 2 | teaching             | ThinkingDefinition, justifications, and trends in teaching thinking.         | . Lecture & Discussion          |  |
| 15 | 2 | eaching              | Obstacles and success fact                                                   | Lecture & Discussion            |  |

|                                                                                                                                                                     |  |  |  |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|                                                                                                                                                                     |  |  |  |  |  |
| 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)                                                                                                                       |  |  |  |  |  |
| Main references (sources)                                                                                                                                           |  |  |  |  |  |
| Recommended books and references<br>(scientific journals, reports...)                                                                                               |  |  |  |  |  |
| Electronic References, Websites                                                                                                                                     |  |  |  |  |  |

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Al-Tarihi, Fahem Hussein & Hammadi, Hussein Rabie: *Principles of Educational Psychology*, Dar Al-Sadiq Cultural Foundation, 5th Ed., 2004.

- Abbas Kirmash, Hawra: *Educational Psychology*, 2nd Ed., Dar Al-Sadiq Cultural Foundation.

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|------------------------------------------------------|------------------------------------------------------------------|---------|-----------------------|
| Course Title: Textbook Methodology and Analysis <b>.1</b>                                                                                                                                                                                                                                                                 |               |                                                      |                                                                  |         |                       |
| code The course <b>.2</b>                                                                                                                                                                                                                                                                                                 |               |                                                      |                                                                  |         |                       |
| the chapter / Year : Second semester of the 2025-2026 academic year <b>.3</b>                                                                                                                                                                                                                                             |               |                                                      |                                                                  |         |                       |
| 1/11/2026 : date numbers this Description <b>.4</b>                                                                                                                                                                                                                                                                       |               |                                                      |                                                                  |         |                       |
| shapes the audience Available : In-person <b>.5</b>                                                                                                                                                                                                                                                                       |               |                                                      |                                                                  |         |                       |
| number Hours The study of the college <b>.6</b><br>(2) number Units All (2)                                                                                                                                                                                                                                               |               |                                                      |                                                                  |         |                       |
| name responsible The course Academic <b>.7</b><br>if more from name It is mentioned                                                                                                                                                                                                                                       |               |                                                      |                                                                  |         |                       |
| <b>Name: Prof. Dr. Mashreq Mohammed Majoul</b><br><b>Email : basic.mushrig.mohammed@uobabylon.edu.iq</b>                                                                                                                                                                                                                  |               |                                                      |                                                                  |         |                       |
| .8 اهداف المقرر                                                                                                                                                                                                                                                                                                           |               |                                                      |                                                                  |         |                       |
| <b>.1 The concept of curriculum</b><br><b>.2 Distinguishing between the old and modern concept of curriculum</b><br><b>.3 A detailed explanation comparing the modern and old curricula</b><br><b>.4 Curriculum elements and types</b><br><b>.5 Curriculum development, curriculum foundations, and textbook analysis</b> |               |                                                      |                                                                  |         | اهداف المادة الدراسية |
| .9 استراتيجيات التعليم والتعلم                                                                                                                                                                                                                                                                                            |               |                                                      |                                                                  |         |                       |
| Lecture, discussion, and questioning                                                                                                                                                                                                                                                                                      |               |                                                      |                                                                  |         | Strategies            |
| .10 بنية المقرر                                                                                                                                                                                                                                                                                                           |               |                                                      |                                                                  |         |                       |
|                                                                                                                                                                                                                                                                                                                           | طريقة التعلم  | اسم الوحدة او الموضوع                                | مخرجات التعلم المطلوبة                                           | الساعات | Week                  |
|                                                                                                                                                                                                                                                                                                                           | discussion    | The concept of curriculum                            | Understanding the concept of curriculum                          | 2       | 1                     |
|                                                                                                                                                                                                                                                                                                                           | a lecture     | Criticisms of the modern and old curriculum          | Criticisms of the curriculum for students, teachers, and schools | 2       | 2                     |
|                                                                                                                                                                                                                                                                                                                           | discussion    | Transition from the old curriculum to the modern one | Definition - Factors transmission Curriculum                     | 2       | 3                     |
|                                                                                                                                                                                                                                                                                                                           | discussion    | Curriculum elements                                  | identification on elements Curriculum                            | 2       | 4                     |
|                                                                                                                                                                                                                                                                                                                           | Interrogation | Behavioral objectives                                | identification on                                                | 2       | 5                     |

|                       |                            |                                             |                                                                                   |   |    |
|-----------------------|----------------------------|---------------------------------------------|-----------------------------------------------------------------------------------|---|----|
|                       |                            |                                             | Goals behavior and its classification                                             |   |    |
|                       | discussion                 | Curriculum Organization                     | to explain Organizations Curriculum and some Types                                | 2 | 6  |
|                       | Interrogation discussion   | Curriculum planning                         | to explain introduction on planning Curriculum                                    | 2 | 7  |
|                       | a lecture                  | Foundations of the curriculum               | identification on Foundations planning The curriculum                             | 2 | 8  |
|                       | a lecture                  | Methodology approaches                      | identification on Methods development Curriculum Old And modern                   | 2 | 9  |
|                       | discussion                 | The importance of the textbook              | Understanding the importance of school books                                      | 2 | 10 |
|                       | discussion                 | Sofa analysis                               | Understanding textbook analysis                                                   | 2 | 11 |
|                       | a lecture                  | Quality                                     | The concept of quality                                                            | 2 | 12 |
|                       | Discussion and questioning | Its relationship to quality and methodology | Quality and its relationship to curriculum                                        | 2 | 13 |
|                       | a lecture                  |                                             | Comprehensive assessment and review of the material                               | 2 | 14 |
| Course Evaluation .11 |                            |                                             |                                                                                   |   |    |
| Learning Resources 12 |                            |                                             |                                                                                   |   |    |
|                       |                            |                                             | Required textbooks (methodology, if applicable)                                   |   |    |
|                       | College Library            |                                             | (Main references (sources                                                         |   |    |
|                       | Sofas and references       |                                             | Recommended supporting books and (.references (scientific journals – reports, etc |   |    |
|                       |                            |                                             | Electronic references – Internet resources                                        |   |    |

|                                                  |
|--------------------------------------------------|
| <b>Course name: Methods and book analysis .1</b> |
| <b>Code The decision .2</b>                      |

|                                                                                                                                                                                                                                                                                                                                                                          |               |                                                        |                                                                           |         |                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------------------------------------------|---------------------------------------------------------------------------|---------|-----------------------|
| 2023-2024 the chapter / Year: The first semester of the academic year <b>.3</b>                                                                                                                                                                                                                                                                                          |               |                                                        |                                                                           |         |                       |
| 2/25/2024 : date Preparation this Description <b>.4</b>                                                                                                                                                                                                                                                                                                                  |               |                                                        |                                                                           |         |                       |
| shapes the audience Available : in person <b>.5</b>                                                                                                                                                                                                                                                                                                                      |               |                                                        |                                                                           |         |                       |
| number hours Total number of studies <b>.6</b><br>(2) Units All Y .(2 )                                                                                                                                                                                                                                                                                                  |               |                                                        |                                                                           |         |                       |
| name responsible The decision <b>.7</b><br>Academic if more from name<br>Mentioned                                                                                                                                                                                                                                                                                       |               |                                                        |                                                                           |         |                       |
| Name: Laith Hadi Marzouk Salman Al-Janabi<br>Email: leithjanabi@gmail.com                                                                                                                                                                                                                                                                                                |               |                                                        |                                                                           |         |                       |
| .8. اهداف المقرر                                                                                                                                                                                                                                                                                                                                                         |               |                                                        |                                                                           |         |                       |
| <b>.1 The concept of curriculum</b><br><b>.2 Distinguishing between the ancient and modern concept of the curriculum</b><br><b>.3 A detailed explanation between the modern and ancient approaches</b><br><b>.4 Curriculum elements and types of curriculum</b><br><b>.5 ,Developing the school curriculum, foundations of the curriculum and analyzing the textbook</b> |               |                                                        |                                                                           |         | اهداف المادة الدراسية |
| .9. استراتيجيات التعليم والتعلم                                                                                                                                                                                                                                                                                                                                          |               |                                                        |                                                                           |         |                       |
| Lecture, discussion and questioning                                                                                                                                                                                                                                                                                                                                      |               |                                                        |                                                                           |         | Strategies            |
| .1. بنية المقرر                                                                                                                                                                                                                                                                                                                                                          |               |                                                        |                                                                           |         |                       |
|                                                                                                                                                                                                                                                                                                                                                                          | طريقة التعلم  | اسم الوحدة او الموضوع                                  | مخرجات التعلم المطلوبة                                                    | الساعات | the week              |
|                                                                                                                                                                                                                                                                                                                                                                          | discussion    | The concept of curriculum                              | Know the concept of curriculum                                            | 2       | 1                     |
|                                                                                                                                                                                                                                                                                                                                                                          | a lecture     | Criticisms of the modern and ancient approaches        | Criticisms of the curriculum for the students, the teacher and the school | 2       | 2                     |
|                                                                                                                                                                                                                                                                                                                                                                          | discussion    | Transition from the ancient approach to the modern one | Definition - factors transition Curriculum                                | 2       | 3                     |
|                                                                                                                                                                                                                                                                                                                                                                          | discussion    | Curriculum elements                                    | Identify on Elements Curriculum                                           | 2       | 4                     |
|                                                                                                                                                                                                                                                                                                                                                                          | Interrogation | Behavioral goals                                       | Identify on Objectives                                                    | 2       | 5                     |

|                       |                            |                                                     |                                                                                |   |    |
|-----------------------|----------------------------|-----------------------------------------------------|--------------------------------------------------------------------------------|---|----|
|                       |                            |                                                     | Behavioral And its classification                                              |   |    |
|                       | discussion                 | Curriculum organisations                            | to explain Organizations Curriculum And some Its types                         | 2 | 6  |
|                       | Questioning discussion     | Planning the curriculum                             | to explain introduction on Planning Curriculum                                 | 2 | 7  |
|                       | a lecture                  | Foundations of the curriculum                       | Identify on establish ,Planning Curriculum                                     | 2 | 8  |
|                       | a lecture                  | Curriculum methods                                  | Identify on Techniques development Curriculum Old And modern                   | 2 | 9  |
|                       | discussion                 | The importance of the textbook                      | Learn about the importance of school uniforms                                  | 2 | 10 |
|                       | discussion                 | Sofa analysis                                       | Learn about textbook analysis                                                  | 2 | 11 |
|                       | a lecture                  | the quality                                         | Quality concept                                                                | 2 | 12 |
|                       | Discussion and questioning | Its relationship between quality and the curriculum | Quality and its relationship to the curriculum                                 | 2 | 13 |
|                       | a lecture                  |                                                     | Comprehensive evaluation and review of the material                            | 2 | 14 |
| Course evaluation .11 |                            |                                                     |                                                                                |   |    |
| learning resources 12 |                            |                                                     |                                                                                |   |    |
|                       |                            |                                                     | Required textbooks (methodology .(if any                                       |   |    |
|                       | College library            |                                                     | (Main references (sources                                                      |   |    |
|                       | Sofas and references       |                                                     | Recommended supporting books - and references (scientific journals (...reports |   |    |
|                       |                            |                                                     | Electronic references - Internet sources                                       |   |    |

نموذج وصف المقرر 2023-2024

## Course Description Form

University of Babylon

College of Basic Education

Department of Special Education

|                          |                                             |
|--------------------------|---------------------------------------------|
| Course Name              | Educational Texts in English                |
| Course Code              | Ed.Te.En 300                                |
| Semester / Academic Year | First Semester / 2025–2026                  |
| Date of Preparation      | 27/01/2026                                  |
| Attendance Type          | On-campus                                   |
| Total Hours / Credits    | 3 Hours / 3 Credits                         |
| Course Coordinator       | Asst. Prof. Dr. Nawras Shakir Hadi Al-Abbas |
| Email                    | bsc.nawras.mahdi@uobabylon.edu.iq           |

### Course Objectives

- Enable students to understand specialized English texts related to special students.
- Develop terminology related to learning disabilities and academic problems.
- Identify indicators and characteristics of learning disabilities.
- Understand academic problems in classroom environments.
- Introduce principles of instruction for students with learning difficulties.
- Enhance analytical reading and academic translation skills.
- Improve grammar competence in educational texts.
- Prepare students for independent academic reading.

### Teaching and Learning Strategies

- Interactive lectures
- Cooperative learning
- Classroom discussions

- Text analysis
- Concept-based learning
- Self-directed reading
- Brainstorming
- Applied grammar exercises

### Course Structure

| Week | Hours | Intended Learning Outcomes          | Unit/Topic                          | Teaching Method      | Assessment Method |
|------|-------|-------------------------------------|-------------------------------------|----------------------|-------------------|
| 1    | 3     | Define special students             | Special Students                    | Lecture              | Oral Questions    |
| 2    | 3     | Classify special students           | Special Students Classification     | Discussion           | Activity          |
| 3    | 3     | Define learning disabilities        | Students with Learning Disabilities | Lecture + Analysis   | Homework          |
| 4    | 3     | Identify characteristics            | Characteristics of LD               | Cooperative Learning | Quiz              |
| 5    | 3     | Recognize academic problems         | Academic Problems in Classroom      | Discussion           | Short Quiz        |
| 6    | 3     | Analyze causes of difficulties      | Causes of Academic Problems         | Text Analysis        | Homework          |
| 7    | 3     | Understand instructional principles | Principles of Instruction           | Lecture              | Oral Questions    |
| 8    | 3     | Apply instructional principles      | Applied Instruction                 | Cooperative Learning | Activity          |
| 9    | 3     | Identify indicators of LD           | Indicators of Learning Disabilities | Discussion           | Quiz              |
| 10   | 3     | Differentiate indicators            | Diagnostic Indicators               | Lecture + Analysis   | Activity          |

|    |   |                               |                    |                 |                         |
|----|---|-------------------------------|--------------------|-----------------|-------------------------|
| 11 | 3 | Understand grammar in context | Grammar in Context | Applied Lecture | Quiz                    |
| 12 | 3 | Apply grammar rules           | Applied Grammar    | Exercises       | Homework                |
| 13 | 3 | Analyze related texts         | Text Analysis      | Discussion      | Short Quiz              |
| 14 | 3 | Review terminology            | Revision           | Brainstorming   | Comprehensive Questions |
| 15 | 3 | Final preparation             | Final Review       | Open Discussion | Formative Assessment    |

### **Assessment**

Two written examinations (30 marks total: 15 each).

Continuous assessment (quizzes, participation, activities): 10 marks.

Total coursework: 40 marks.

Final examination: 60 marks.

### **Learning Resources**

Required Textbook:

- Al-Abbas, N. S., & Al-Jarrah, N. I. (2026). Educational Texts in English. Dar Al-Sadiq.

Main References:

- Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2022). Exceptional learners (15th ed.). Pearson.
- Heward, W. L. (2022). Exceptional children (12th ed.). Pearson.
- Lerner, J. W., & Johns, B. (2015). Learning disabilities and related disabilities: Strategies for success. Cengage Learning.

## Course description template

### Course Description

Course Name: Social Psychology

Instructor's Name: M.M. Ali Salim Tawtoot

Stage: Third

|                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>This course description provides a concise summary of the course's key characteristics, learning outcomes, and expected student outcomes, demonstrating whether students have effectively utilized the available learning opportunities. It must be linked to the program description</p> |                                                                                                                                                                                                                                                                    |
| Educational institution .1                                                                                                                                                                                                                                                                   | University of Babylon / College of Basic Education                                                                                                                                                                                                                 |
| Scientific Department .2                                                                                                                                                                                                                                                                     | Special Education                                                                                                                                                                                                                                                  |
| Course Name/Code .3                                                                                                                                                                                                                                                                          | Social psychology                                                                                                                                                                                                                                                  |
| Available forms of attendance .4                                                                                                                                                                                                                                                             | My presence                                                                                                                                                                                                                                                        |
| Semester/Year .5                                                                                                                                                                                                                                                                             | <b>2025-2026</b>                                                                                                                                                                                                                                                   |
| Total number of study hours .6                                                                                                                                                                                                                                                               | hours per week for 15 weeks 2                                                                                                                                                                                                                                      |
| Date this description was prepared .7                                                                                                                                                                                                                                                        | <b>1/10/2025</b>                                                                                                                                                                                                                                                   |
| Course objectives .8                                                                                                                                                                                                                                                                         | The student should become familiar with the concept of social psychology, its fields, the nature of its study, its historical development, and its relationship to other sciences                                                                                  |
|                                                                                                                                                                                                                                                                                              | The student should become familiar with the most important areas in which social psychology can be utilized                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                              | The student should understand the concept of socialization and its importance in building the individual's personality from childhood                                                                                                                              |
|                                                                                                                                                                                                                                                                                              | The student should learn the meaning of self, the concept of self, how it grows or develops, and the importance of that                                                                                                                                            |
|                                                                                                                                                                                                                                                                                              | To understand the role of family, school and peers in socialization                                                                                                                                                                                                |
|                                                                                                                                                                                                                                                                                              | To know the meaning of delinquency, juvenile delinquency, their tendencies and forms of delinquency and the reasons leading to juvenile delinquency                                                                                                                |
|                                                                                                                                                                                                                                                                                              | The student should know the meaning and nature of psychological and social attitudes, their importance and the factors that contribute to their growth in different stages, especially childhood, and the role of society in shaping and modifying these attitudes |
|                                                                                                                                                                                                                                                                                              | The student should understand the relationship between                                                                                                                                                                                                             |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | attitudes and values, beliefs and racial prejudice, and the importance of these relationships                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>The student should learn about the concepts of propaganda and media, public opinion, the types of these concepts, their goals and types, the relationships between them and the differences, and their impact on the behavior of the individual and the group</p> <p>The student should learn the concepts of leadership and presidency and the difference between them, how to choose a leader, the theories that explain leadership, the forms and types of leadership, and the successful style of leadership</p> |
| <p style="text-align: center;">:Course outcomes, teaching and learning methods, and assessment -9</p> <p style="text-align: right;">A- Cognitive objectives</p> <p>The student should become familiar with the concept of social psychology, its fields, the nature -1<br/>of its study, its historical development, and its relationship to other sciences</p> <p>The student should understand the concept of socialization and its importance in building the -2<br/>individual's personality from childhood</p> <p>The student should learn the meaning of self, the concept of self, how it grows or develops, and -3<br/>the importance of that</p> <p>To know the meaning of delinquency, juvenile delinquency, their tendencies and forms of -4<br/>delinquency, and the reasons leading to juvenile delinquency</p> <p>The student should understand the relationship between attitudes and values, beliefs and racial -5<br/>prejudice, and the importance of these relationships</p> <p>The student should learn the concepts of leadership and presidency and the difference between -6<br/>them, how to choose a leader, the theories that explain leadership, the forms and types of<br/>leadership, and the successful style of leadership</p> <p style="text-align: right;">b- Skill objectives</p> <p>The student should be skilled in creative thinking in expressing the concepts of the prescribed -1<br/>vocabulary</p> <p>To be able to explain, interpret, analyze and critique what he reads or hears from the -2<br/>teacher's explanations</p> <p>To be able to skillfully address the topics of the lessons, discuss them, and present ideas -3<br/>effectively</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p style="text-align: right;">C- Affective and value-based objectives</p> <p>Creating motivation in the student by linking the basic principles and concepts in social -1<br/>psychology to the needs and interests of the student and society</p> <p>Developing students' attitudes towards creating motivation among learners by linking -2<br/>educational goals to the needs, interests, and nature of the learner and society</p> <p>Developing and improving ethical and objective attitudes and values related to the concepts and -3<br/>fields of social psychology and helping the student to take responsibility for conveying knowledge<br/>to learners</p> <p>The student should have the ability to engage in dialogue and discussion based on objectivity -4<br/>and logic with others</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Teaching and learning methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

- .The discussion method -1
- .Problem-solving method -2
- .The cooperative learning method -3
- .Interactive lectures -4
- Written tasks .5
- Presentations -6
- Multimedia -7

#### Assessment methods

- (Tests (weekly and monthly -1
- .Each student should prepare a research paper on the topic of the lecture -2

#### Course Structure .11

| Week       | Hours | Unit or topic name                                                                             |
|------------|-------|------------------------------------------------------------------------------------------------|
| the first  | 2     | The emergence of social psychology<br>The development of social psychology                     |
| the second | 2     | .Definitions of social psychology<br>Fields of social psychology                               |
| the third  | 2     | The relationship of social psychology to other sciences<br>The importance of social psychology |
| Fourth     | 2     | socialization                                                                                  |
| Fifth      | 2     | community                                                                                      |
| Sixth      | 2     | social interaction                                                                             |
| Seventh    | 2     | social standards                                                                               |
| Eighth     | 2     | First month test                                                                               |
| Ninth      | 2     | Psychological trends                                                                           |
| tenth      | 2     | Values                                                                                         |
| eleventh   | 2     | Leadership                                                                                     |
| twelfth    | 2     | Public opinion                                                                                 |
| thirteenth | 2     | rumors                                                                                         |
| fourteenth | 2     | Functions of psychological trends                                                              |
| fifteenth  | 2     | Second month test                                                                              |

#### Infrastructure -12

|                              |                                                                                                        |
|------------------------------|--------------------------------------------------------------------------------------------------------|
| Required textbooks -1        | Social psychology for third-year students in basic education colleges<br>M.M. Ali Salim and Tut        |
| (Main references (sources -2 | Social Psychology / Dr. Shaker Mahameed -1<br>Social Psychology / Dr. Khalil Abdul Rahman Al-Maayta -2 |

| 1. اسم المقرر: اخلاقيات المهنة                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |                                                             |                                       |                |                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------------------------------------------------------------|---------------------------------------|----------------|--------------------------|
| 2. رمز المقرر                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         |                                                             |                                       |                |                          |
| 3. الفصل / السنة : الفصل الدراسي الأول من العام الدراسي 2025-2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |         |                                                             |                                       |                |                          |
| 4. تاريخ إعداد هذا الوصف : 2025/9/20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |                                                             |                                       |                |                          |
| 5. اشكال الحضور المتاحة: حضوري                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |                                                             |                                       |                |                          |
| 6. عدد الساعات الدراسية الكلي (2) عدد الوحدات الكلي (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |                                                             |                                       |                |                          |
| 7. اسم مسؤول المقرر الدراسي                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |         |                                                             |                                       |                |                          |
| الاسم: م.م فاطمة هاشم راضي العوادي                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |                                                             |                                       |                |                          |
| الايمليل : <a href="mailto:bsc.fatima.gther@uobabylon.edu.iq">bsc.fatima.gther@uobabylon.edu.iq</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |         |                                                             |                                       |                |                          |
| 8. اهداف المقرر                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |                                                             |                                       |                |                          |
| <p>اهداف المادة الدراسية</p> <ul style="list-style-type: none"> <li>- أن يعرف الطالب أصول الأخلاق وعمومياتها التي لا تقوم مهنة من المهن الا بها</li> <li>-ان يتعرف الطالب على أهمية العمل ومنزلته في الاسلام .</li> <li>-ان يتعرف الطالب على التلازم بين الاخلاق والعمل .</li> <li>-أن يتعرف الطالب على أخلاقيات المهنة في الاسلام .</li> <li>-أن يكتسب الطالب الحس الأخلاقي.</li> </ul> <p>معرفة اتجاهات الطلاب نحو هذا المقرر والصعوبات التي قد تواجههم والعمل على معالجتها. واستخدام وسائل التكنولوجيا الحديثة في عرض مفردات المقرر. مثل/ البوربوينت والحاسب الآلي والـData show. تحديث مصادر التعلم بالنسبة للمقرر بشكل منتظم.</p> |         |                                                             |                                       |                |                          |
| 9. استراتيجيات التعليم والتعلم                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |                                                             |                                       |                |                          |
| الاستراتيجيات                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         |                                                             | المحاضرة والمناقشة والاستجواب         |                |                          |
| 10. بنية المقرر                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |                                                             |                                       |                |                          |
| الاسبوع                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | الساعات | مخرجات التعلم المطلوبة                                      | اسم الوحدة او الموضوع                 | طريقة التعلم   | طرق تقييم المقرر الدراسي |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2       | يبيّن مفهوم اللغوي والاصطلاحي لأخلاقيات المهنة              | التعريف اللغوي والاصطلاحي للخلق       | محاضرة         | - تقويم بنائي (-)        |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2       | يميز بين الأخلاق الحميدة والأخلاق غير الحميدة في مجال العمل | أهمية الاخلاق نشأة علم الاخلاق وتطوره | محاضرة ومناقشة |                          |
| 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2       | يتعرف على اركان الاسلام في الاخلاق                          | عمليات تكوين الاخلاق اركان حسن الخلق  | محاضرة         |                          |
| 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2       | يقيم علاقات جيدة مع اقرانه ومع اساتذته ويتحمل مسؤولية تعلمه | طرائق اكتساب الاخلاق الحسنة           | مناقشة         |                          |
| 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2       | يذكر حقوقه الوظيفية                                         | طرائق تعلم الاخلاق من                 | محاضرة         |                          |

|                                                                                                                                            |                       |                                                                                                    |                                                                       |    |    |
|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|----|----|
| اختبار فصلي<br>(تحريري)<br>-اختبارات قصير<br>على البلاك بورد<br>-تقويم نهائي<br>(الاختبارات<br>التحريرية:<br>الاختبار النهائي<br>التحريري) | ومناقشة               | خلال عملية التنشئة<br>الاجتماعية , دور<br>المؤسسات الاجتماعية<br>والتربوية في التربية<br>الاخلاقية | وواجباته نحو العمل .                                                  |    |    |
|                                                                                                                                            | محاضرة<br>ومناقشة     | نظريات اكتساب الاخلاق                                                                              | اختبار الشهر الاول                                                    | 2  | 6  |
|                                                                                                                                            | محاضرة<br>ومناقشة     | الاخلاق في التقييم<br>والامتحانات                                                                  | يخطط للنجاح في الحياة<br>الوظيفية                                     | 2  | 7  |
|                                                                                                                                            | محاضرة<br>ومناقشة     | اخلاقيات المهنة في مجال<br>الجامعة والمجتمع                                                        | يقيم علاقات جيدة مع اقرانه<br>ومع اساتذته ويتحمل<br>مسؤولية تعلمه     | 2  | 8  |
|                                                                                                                                            | محاضرة<br>ومناقشة     | المفاهيم الاساسية<br>لأخلاقيات المهنة                                                              | يعرف المفاهيم المرتبطة<br>بأخلاقيات المهنة من وجهة<br>نظر الإسلام لها | 2  | 9  |
|                                                                                                                                            | محاضرة<br>واستجواب    | واجبات المعلم المهنية                                                                              | يتعرف على واجبات المعلم<br>المهنية                                    | 2  | 10 |
|                                                                                                                                            | محاضرة<br>ومناقشة     | لماذا ينبغي أن نهتم<br>بأخلاقيات المهنة                                                            | يميز بين محددات السلوك<br>الإنساني                                    | 2  | 11 |
|                                                                                                                                            | محاضرة<br>ومناقشة     | مصادر اخلاقيات المهنة                                                                              | يعدد مصادر اخلاقيات<br>المهنة                                         | 2  | 12 |
|                                                                                                                                            | محاضرة<br>ومناقشة     | اهداف اخلاقيات المهنة                                                                              | اختبار الشهر الثاني                                                   | 2  | 13 |
| محاضرة<br>ومناقشة                                                                                                                          | خصائص الاحتراف المهني | يميز بين الخصائص<br>الاحتراف المهني<br>للأخلاقيات                                                  | 2                                                                     | 14 |    |

11. تقييم المقرر ( 20 شهر أول - 20 شهر ثاني - 10 نشاطات ومشاركات الطلبة داخل الصف )

|                                                                         |                                                                                                              |
|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| 12 مصادر التعلم                                                         |                                                                                                              |
|                                                                         | الكتب المقررة المطلوبة (المنهجية ان وجدت                                                                     |
| المراجع الرئيسية (المصادر)                                              | الحميدان، عصام (1427): أخلاقيات المهنة في الإسلام وتطبيقاتها.<br>العثيمين، محمد (1996): مكارم الخلاق         |
| الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية - التقارير .....) | الزبيدي، عبد الجبار (1424): أخلاقيات المهنة في الإسلام، جامعة الشارقة، ط 1.                                  |
| المراجع الالكترونية - مصادر الانترنت                                    | المواد الالكترونية ومواقع الانترنت ... الخ.<br><a href="http://www.mcs.gov.sa">http:// www. mcs.gov . sa</a> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                     |                                                                        |                                                                              |              |                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------|------------------------------|
| <b>Professional ethics :Course name .1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                     |                                                                        |                                                                              |              |                              |
| <b>The course code .2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                     |                                                                        |                                                                              |              |                              |
| <b>academic year 2026-First semester of the 2025 : Year / the chapter .3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                     |                                                                        |                                                                              |              |                              |
| <b>2025/9/20 : Description this numbers date .4</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                     |                                                                        |                                                                              |              |                              |
| <b>person-In : Available the audience shapes .5</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                     |                                                                        |                                                                              |              |                              |
| <b>the of The study Hours number .6<br/>(2) All Units number (2) college</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                     |                                                                        |                                                                              |              |                              |
| <b>The course responsible name .7<br/>Academic</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                     |                                                                        |                                                                              |              |                              |
| <b>Awadi - Name: M.M. Fatima Hashem Radhi Al<br/><a href="mailto:bsc.fatima.gther@uobabylon.edu.iq">bsc.fatima.gther@uobabylon.edu.iq</a> : Email</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                     |                                                                        |                                                                              |              |                              |
| <b>٨. اهداف المقرر</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                     |                                                                        |                                                                              |              |                              |
| <p>The student should know the principles and generalities of -<br/>ethics , without which no profession can exist<br/>work and its importance of the The student should learn about-<br/>status in Islam</p> <p>The student should recognize the link between ethics and -<br/>work</p> <p>.The student should learn about professional ethics in Islam-<br/>.That the student acquires a moral sense-<br/>the Understanding students' attitudes towards this course and<br/>difficulties they may encounter, and working to address them.<br/>Utilizing modern technology to present course content, such<br/>Regularly .data projectors as PowerPoint, computers, and<br/>.updating learning resources for the course</p> |                     |                                                                        |                                                                              |              | <p>اهداف المادة الدراسية</p> |
| <b>٩. استراتيجيات التعليم والتعلم</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                     |                                                                        |                                                                              |              |                              |
| and questioning ,Lecture, discussion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                     |                                                                        |                                                                              |              | <b>Strategies</b>            |
| <b>١٠. بنية المقرر</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                     |                                                                        |                                                                              |              |                              |
| <b>Methods<br/>of<br/>course<br/>evaluati<br/>on</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>طريقة التعلم</b> | <b>اسم الوحدة او الموضوع</b>                                           | <b>Required learning<br/>outcomes</b>                                        | <b>Hours</b> | <b>Week</b>                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>a lecture</b>    | <b>linguistic and The<br/>technical<br/>definition of<br/>creation</b> | <b>The linguistic and<br/>terminological<br/>concept of<br/>professional</b> | <b>2</b>     | <b>1</b>                     |

|                                                                                                                                        |                                 |                                                                                                                                          |                                                                                                               |           |           |
|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------|-----------|
| <b>Formative assessment ( written midterm (exam Short quizzes on Blackboard Final - assessment (written tests: final written (exam</b> |                                 |                                                                                                                                          | <b>ethics is explained</b>                                                                                    |           |           |
|                                                                                                                                        | <b>Lecture and discussion</b>   | <b>The importance of ethics, the origins and development of .ethics</b>                                                                  | <b>Distinguish between good and ics in the bad eth workplace</b>                                              | <b>2</b>  | <b>2</b>  |
|                                                                                                                                        | <b>a lecture</b>                | <b>The processes of moral formation are the pillars of .good character</b>                                                               | <b>He learns about the pillars of Islam .in ethics</b>                                                        | <b>2</b>  | <b>3</b>  |
|                                                                                                                                        | <b>discussion</b>               | <b>Methods of acquiring good morals</b>                                                                                                  | <b>He maintains good relationships with his peers and teachers and takes responsibility for .his learning</b> | <b>2</b>  | <b>4</b>  |
|                                                                                                                                        | <b>Lecture and discussion</b>   | <b>Methods of learning ethics through the socialization process; the role of social and educational institutions in .moral education</b> | <b>He mentions his job rights and his towards duties .work</b>                                                | <b>2</b>  | <b>5</b>  |
|                                                                                                                                        | <b>Lecture and discussion</b>   | <b>Theories of moral acquisition</b>                                                                                                     | <b>First month test</b>                                                                                       | <b>2</b>  | <b>6</b>  |
|                                                                                                                                        | <b>Lecture and discussion</b>   | <b>Ethics in assessment and examinations</b>                                                                                             | <b>He plans to succeed in his .career</b>                                                                     | <b>2</b>  | <b>7</b>  |
|                                                                                                                                        | <b>Lecture and discussion</b>   | <b>Professional ethics in the university and society</b>                                                                                 | <b>He maintains good relationships with his peers and teachers and takes responsibility for .his learning</b> | <b>2</b>  | <b>8</b>  |
|                                                                                                                                        | <b>Lecture and discussion</b>   | <b>Basic concepts of professional ethics</b>                                                                                             | <b>Islamic . perspective</b>                                                                                  | <b>2</b>  | <b>9</b>  |
|                                                                                                                                        | <b>Lecture and questionig</b>   | <b>Teacher's professional duties</b>                                                                                                     | <b>He learns about the teacher's professional duties</b>                                                      | <b>2</b>  | <b>10</b> |
| <b>Lecture and</b>                                                                                                                     | <b>Why should we care about</b> | <b>He distinguishes between the</b>                                                                                                      | <b>2</b>                                                                                                      | <b>11</b> |           |

|                                                                                                                    |                               |                                                  |                                                                                          |          |           |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------|--------------------------------------------------|------------------------------------------------------------------------------------------|----------|-----------|
|                                                                                                                    | <b>discussion</b>             | <b>professional ethics</b>                       | <b>determinants of human behavior</b>                                                    |          |           |
|                                                                                                                    | <b>Lecture and discussion</b> | <b>Sources of professional ethics</b>            | <b>Lists the sources of professional ethics</b>                                          | <b>2</b> | <b>12</b> |
|                                                                                                                    | <b>Lecture and discussion</b> | <b>Objectives of professional ethics</b>         | <b>Second month test</b>                                                                 | <b>2</b> | <b>13</b> |
|                                                                                                                    | <b>Lecture and discussion</b> | <b>Characteristics of professional expertise</b> | <b>It distinguishes between the professional characteristics of ethics</b>               | <b>2</b> | <b>14</b> |
| <b>student activities and participation 10 - months 20 -Course evaluation (20 months .11 (within the classroom</b> |                               |                                                  |                                                                                          |          |           |
| <b>Learning Resources 12</b>                                                                                       |                               |                                                  |                                                                                          |          |           |
|                                                                                                                    |                               |                                                  | <b>Required textbooks (methodology, if applicable</b>                                    |          |           |
| <b>Humaidan, Essam (1427): Professional -Al . Ethics in Islam and its Applications</b>                             |                               |                                                  | <b>(Main references (sources</b>                                                         |          |           |
| <b>Uthaymeen, Muhammad (1996): -Al Noble Character</b>                                                             |                               |                                                  |                                                                                          |          |           |
| <b>:(1424) Zaydi , Abdul Jabbar-Al Professional Ethics in Islam, University of .Sharjah, 1st ed</b>                |                               |                                                  | <b>Recommended supporting books and – references (scientific journals (.reports, etc</b> |          |           |
| <b>.Electronic materials and websites, etc <a href="http://www.mcs.gov.sa">http://www.mcs.gov.sa</a></b>           |                               |                                                  | <b>Internet – Electronic references resources</b>                                        |          |           |

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 أسم الكلية: التربية الأساسية  
 أسم القسم: التربية الخاصة  
 أسم المحاضر: م. م. ورود فالح المعموري  
 اللقب العلمي: مدرس مساعد  
 المؤهل العلمي: ماجستير  
 مكان العمل: كلية التربية الأساسية



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((Teaching plan form))

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   |                 |      |                  |                     |                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------------|------|------------------|---------------------|--------------------------------|
| Assistant Lecturer: Woroud Faleh Khudair Al-Mamouri                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                   |                 |      |                  |                     | :Teaching name                 |
| Bas436.wrwd.falah@uobabylon.edu.iq                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   |                 |      |                  |                     | :e-mail                        |
| <b>Educational administration and supervision</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                   |                 |      |                  |                     | :Material name                 |
| First semester                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                   |                 |      |                  |                     | :Semester course               |
| <p>The goal of teaching the subject of educational administration ,and supervision is (explaining the concept of administration distinguishing between the old concept of administration and the new concept of administration, clarifying the elements of administration, mentioning the most important types of administration for a detailed explanation of some of these types ,and how to develop the stages of administration development explaining the foundations of administration curricula, and addressing the analysis of educational administration and its .(theoretical basis</p> |                   |                 |      |                  |                     | Objectives of the :article     |
| <p>Through this book, we will learn about (the concept of educational administration, the difference between educational, educational, and school administration, the stages of development of educational administration, the functions of the educational process, classroom administration, theories of educational administration and leadership, the pillars of leadership, theories of leadership, educational supervision and its definitions, types of supervision, and methods of educational supervision.</p>                                                                           |                   |                 |      |                  |                     | Basic details of the :material |
| <p><b>Al-Arnusi, Diaan Awaid and others: Educational administration and supervision, Amman, Dar Al-Radwan for Publishing and Distribution .2012</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                           |                   |                 |      |                  |                     | :Methodical books              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   |                 |      |                  |                     | :External sources              |
| Final exam                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Quest Chapter One | النشاط          |      | Monthly exam     |                     | Classroom                      |
| 60%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 40%               | Extracurricular | Safi | The second month | For the first month | the first                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   | 5%              | 5%   | 15%              | 15%                 | Class estimates                |

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 أسم المحاضر: م. م. ورود فالح المعموري  
 اللقب العلمي: مدرس مساعد  
 المؤهل العلمي: ماجستير  
 مكان العمل: كلية التربية الأساسية



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|  |                           |
|--|---------------------------|
|  | Additional<br>information |
|--|---------------------------|

### Weekly lesson schedule - first semester

| Theoretical material                                                                                                                                                                                        | Watches | For a week |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------|
| Introduction to the concept of educational administration and its relationship to school and .educational administration                                                                                    | 2 hours | 1          |
| Identifying the terminology of educational administration and the development of the concept of educational administration and school administration                                                        |         | 2          |
| School administration function and educational administration functions                                                                                                                                     |         | 3          |
| ,Characteristics of successful school administration responsibilities of school administration, and clarifying the difference between school and educational .administration and educational administration |         | 4          |
| School administration relationships and factors of .successful classroom management                                                                                                                         |         | 5          |
| Management theories                                                                                                                                                                                         |         | 6          |
| <b>First month exam</b>                                                                                                                                                                                     |         | 7          |
| Patterns of educational administration and characteristics of the chaotic manager                                                                                                                           |         | 8          |
| Leadership: its definition, concept, pillars, and leadership theories (Great Man Theory, Trait Theory)                                                                                                      |         | 9          |
| We continue the topic of leadership theories (situational .(theory, interactional theory and interactive theory                                                                                             |         | 10         |
| Behavioral skills for educational administrative .leadership                                                                                                                                                |         | 11         |

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|                                                                                                                                        |  |           |
|----------------------------------------------------------------------------------------------------------------------------------------|--|-----------|
| <b>Educational supervision: its definition and types of .educational supervision</b>                                                   |  | <b>12</b> |
| <b>Second month exam</b>                                                                                                               |  | <b>13</b> |
| <b>Methods of educational supervision</b>                                                                                              |  | <b>14</b> |
| <b>:Evaluation in educational supervision<br/>Methods and methods of evaluation, functions of .evaluation and styles of evaluation</b> |  | <b>15</b> |

توقيع العميد:

توقيع الأستاذ:  
م.م ورود فالح خضير

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| .١ name The course                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                       |
| Principles of Islamic Sharia                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                       |
| .٢ code The course                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                       |
| .٣ the chapter / Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                       |
| First semester / 2025-2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                       |
| .٤ date numbers this Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                       |
| 13/1/2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                       |
| 5. shapes the audience Available                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                       |
| My presence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                       |
| 6. number Hours Study ( Total / ) Number Units ( The whole )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                       |
| Number of hours ( 2 ) Number of units ( 2 )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                       |
| 7. name responsible Course ( if more from name (It is mentioned )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                       |
| the name : M . M . R . O . A b d u l - A ' i m m a h                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       |
| Email : bas 514.ruaa.abdyema @uobabylon.edu.iq                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                       |
| ٨. اهداف المقرر                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                       |
| <ul style="list-style-type: none"> <li>• is defined .</li> <li>• It defines the principles of Sharia linguistically and technically .</li> <li>• It shows the relationship between the linguistic and technical meaning of Sharia .</li> <li>• It explains the difference between Sharia and Fiqh.</li> <li>• It is between the emergence of Islamic schools of thought.</li> <li>• It mentions the characteristics that distinguish Islamic law.</li> <li>• ( test map ) defines</li> <li>• Draw a table of specifications .</li> <li>• It mentions the rule for formulating a behavioral objective .</li> <li>• Gives examples of goal levels Behavioral in his field of specialization .</li> <li>• It analyzes the characteristics of a good test</li> </ul> | اهداف المادة الدراسية |

|                                                                                                                                                             |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| ( validity, reliability, and objectivity ).                                                                                                                 |  |
| <ul style="list-style-type: none"> <li>Examples are generated that demonstrate the difficulty of the test items and their discrimination index .</li> </ul> |  |
| his opinion on the importance of measurement and evaluation in the educational process .                                                                    |  |

٩ . استراتيجيات التعليم والتعلم

|                                                                                                                                                                               |              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Brainstorming strategy.<br>Focus strategy.<br>Problem-solving strategy<br>The strategy of harvesting ideas.<br>Cooperative learning strategy<br>Dialogue and discussion style | الاستراتيجية |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|

١٠ . بنية المقرر

| طريقة التقييم               | طريقة التعلم  | اسم الوحدة او الموضوع                                 | مخرجات التعلم المطلوبة                                                                | الساعات       | الأسبوع    |
|-----------------------------|---------------|-------------------------------------------------------|---------------------------------------------------------------------------------------|---------------|------------|
| oral exam                   | Lecture       | The concept of the principles of Islamic Sharia       | of Sharia                                                                             | 3             | the first  |
| oral exam                   | Lecture       | The linguistic and technical meaning of Sharia        | principles is defined                                                                 | For all weeks | the second |
| oral exam                   | Lecture       | Definition of Islamic jurisprudence and its origins   | It explains the relationship between the linguistic and technical meanings of Sharia. | Monthly test  | the third  |
| Written test                | discussion    | Stages of legislation during the era of the Prophet ﷺ | He distinguishes and defines jurisprudence linguistically and technically.            |               | Fourth     |
| Written test                | discussion    | The doctrine of Imamate                               | It distinguishes between the stages of the era of the Prophet Muhammad (PBUH)         |               | Fifth      |
| Except for the written exam | discussion    | The Imam's qualities                                  | The emergence of Islamic jurisprudence is explained                                   |               | Sixth      |
|                             | Interrogation | The most prominent Islamic schools of thought         | Understanding the emergence of Islamic schools of thought                             |               | Seventh    |
|                             | Interrogation | Maliki school of thought                              | Explanation of the                                                                    |               | Eighth     |
|                             | Interrogation | -Monthly exam                                         |                                                                                       |               | Ninth      |
|                             |               | Shafi'i school of thought                             |                                                                                       |               | tenth      |
|                             |               | Didn't the Hanbali go ?                               |                                                                                       |               | eleventh   |
|                             |               | Al-Hanafi went                                        |                                                                                       |               | twelfth    |
|                             |               | Characteristics of Islamic Sharia                     |                                                                                       |               | thirteenth |
|                             |               |                                                       |                                                                                       |               | fourteenth |
|                             |               |                                                       |                                                                                       |               | fifteenth  |

|  |  |  |                                                                                                                                                                                                         |  |  |
|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  |  |  | <p>most prominent Islamic schools of thought</p> <p>He knows the doctrine of Imamate</p> <p>He mentions the qualities of the Imam</p> <p>It explains the most prominent Islamic schools of thought.</p> |  |  |
|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

١١. تقييم المقرر

distribution Degree from 100 on according to Tasks The assigned In it student like Preparation Daily and exams Daily oral and monthly and liberation and reports .... etc

١٢. مصادر التعلم والتدريس

|                                                 |                                                                                   |
|-------------------------------------------------|-----------------------------------------------------------------------------------|
| Principles of Islamic Law (Dr. Osama Al-Hamawi) | Required textbooks (methodology, if applicable)                                   |
| Introduction to Islamic Law , Dr. Natiq Al-Ali  | Main references (sources)                                                         |
|                                                 | Recommended supporting books and references (scientific journals – reports, etc.) |
|                                                 | Electronic references – Internet resources                                        |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                       |                                                                                                                          |                              |             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------|-------------|
| <b>1. Course Name: Philosophy</b>                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                       |                                                                                                                          |                              |             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                       |                                                                                                                          |                              |             |
| <b>2. Course Code</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                       |                                                                                                                          |                              |             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                       |                                                                                                                          |                              |             |
| <b>3. Term/Year: First semester of the 2025-2026 academic year</b>                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                       |                                                                                                                          |                              |             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                       |                                                                                                                          |                              |             |
| <b>4. Date this description was prepared : 17/09/2025</b>                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                       |                                                                                                                          |                              |             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                       |                                                                                                                          |                              |             |
| <b>5. Available attendance formats: In-person</b>                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                       |                                                                                                                          |                              |             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                       |                                                                                                                          |                              |             |
| <b>6. Total number of study hours (2) Total number of units (2)</b>                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                       |                                                                                                                          |                              |             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                       |                                                                                                                          |                              |             |
| <b>7. Name of course coordinator: Jalal Aziz Farman</b>                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                       |                                                                                                                          |                              |             |
| <b>Email: basic.galal.aziez@uobabylon.edu.iq</b>                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                       |                                                                                                                          |                              |             |
| <b>٨. اهداف المقرر</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                       |                                                                                                                          |                              |             |
| 1. To know the concept of philosophy.<br>2. To understand the historical development of the philosophy of education. 3. To become familiar with ancient educational philosophies.<br>4. To become familiar with the educational trends of modern educational philosophies.<br>5. To be able to compare the educational policies of modern and ancient philosophies.<br>6. To utilize the positive aspects of different philosophies to serve the educational process. |                                                                                                       |                                                                                                                          | <b>اهداف المادة الدراسية</b> |             |
| <b>٩. استراتيجيات التعليم والتعلم</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                       |                                                                                                                          |                              |             |
| Lecture, discussion, and brainstorming.                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                       |                                                                                                                          | Strategies                   |             |
| <b>١٠. بنية المقرر</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                       |                                                                                                                          |                              |             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>اسم الوحدة او الموضوع طريقة التعلم</b>                                                             | <b>مخرجات التعلم المطلوبة</b>                                                                                            | <b>ساعات</b>                 | <b>Week</b> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Lecture<br>The                                                                                        | Introduction to Philosophy in General<br>-1 To understand the concept of philosophy                                      |                              | 1           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | discussion,                                                                                           | The historical development of philosophy<br>2. To understand the historical development of                               |                              | 2           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | lecture,<br>debate,                                                                                   | philosophy. 3. To become familiar with the educational philosophy of Mesopotamia. Philosophy of Education in Mesopotamia |                              | 3           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                       | The philosophy of education in ancient Egypt;<br>-4 To become familiar with the philosophy of the Nile Valley countries. |                              | 4           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                       | the educational philosophy in ancient China.<br>-5 To become familiar with ancient Chinese philosophy.                   |                              | 5           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                       | Greek philosophy , and<br>Aristotle. 7. To understand the philosophy of education in the medieval and modern eras.       |                              | 6           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | brainstorming, lecture and discussion, lecture and discussion, debate and lecture, debate and lecture | Philosophy of Education in the Medieval                                                                                  |                              | 7           |

|                                                                                                                |                                  |                                                    |                                                                                                                      |    |
|----------------------------------------------------------------------------------------------------------------|----------------------------------|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----|
|                                                                                                                | Lecture and                      | Philosophy of Education in the Islamic Era         | 8. To become familiar with the educational philosophy in the Islamic era.                                            | 8  |
|                                                                                                                | brainstorming lecture            | The philosophy of Ibn Sina and Ibn Khaldun         | 9. To become familiar with the most important Muslim philosophers and their educational policies.                    | 9  |
|                                                                                                                | Discussion and                   | Natural philosophy and its most prominent pioneers | 10. To become familiar with educational philosophies in the modern era (naturalism and its most prominent pioneers). | 10 |
|                                                                                                                |                                  | Pragmatism: Prominent                              | 11. Students will learn about pragmatism. 12. Students will learn                                                    | 11 |
|                                                                                                                | brainstorming lecture discussion | Pioneers of Pragmatism                             | about the most prominent figures in pragmatism.                                                                      | 12 |
|                                                                                                                | Lecture and discussion           | General review                                     | General review                                                                                                       | 13 |
| 11. Course Evaluation                                                                                          |                                  |                                                    |                                                                                                                      |    |
| 12. Learning                                                                                                   |                                  |                                                    |                                                                                                                      |    |
| Not found                                                                                                      |                                  |                                                    | Resources: Required textbooks (methodology, if applicable)                                                           |    |
| Al-Barqawi, Jalal Aziz Farman (2026) Introduction to the Philosophy of Education, Dar Al-Sadiq, Babylon, Iraq. |                                  |                                                    | Main references (sources)                                                                                            |    |
| The Story of Civilization, Dar Al-Jeel, Beirut. Durant, said,                                                  |                                  |                                                    | Recommended supporting books and references (scientific journals – reports)...                                       |    |
| Electronic references – Internet resources                                                                     |                                  |                                                    |                                                                                                                      |    |

2024-2023 المقرر المقدر

## Course Description Form

University of Babylon

College of Basic Education

Department of Special Education

|                          |                                             |
|--------------------------|---------------------------------------------|
| Course Name              | Educational Texts in English                |
| Course Code              | Ed.Te.En 400                                |
| Semester / Academic Year | First Semester / 2025–2026                  |
| Date of Preparation      | 27/01/2026                                  |
| Attendance Type          | On-campus                                   |
| Total Hours / Credits    | 3 Hours / 3 Credits                         |
| Course Coordinator       | Asst. Prof. Dr. Nawras Shakir Hadi Al-Abbas |
| Email                    | bsc.nawras.mahdi@uobabylon.edu.iq           |

### Course Objectives

- Enable students to understand educational texts in English related to Special Education.
- Develop specialized terminology in Special Education.
- Introduce fundamental concepts and categories in Special Education.
- Identify professionals and their roles in Special Education.
- Develop analytical reading and main idea extraction skills.
- Enhance academic translation skills.
- Improve grammar skills for academic text comprehension.
- Prepare students for independent reading of foreign references.

### Teaching and Learning Strategies

- Interactive lectures
- Cooperative learning

- Classroom discussions
- Concept-based learning
- Self-directed learning
- Brainstorming
- Analytical translation
- Presentations

### Course Structure

| Week | Hours | Intended Learning Outcomes                | Unit/Topic                         | Teaching Method      | Assessment Method |
|------|-------|-------------------------------------------|------------------------------------|----------------------|-------------------|
| 1    | 3     | Identify the concept of Special Education | Special Education                  | Lecture + Discussion | Oral Questions    |
| 2    | 3     | Understand basic terminology              | Basic Terms                        | Cooperative Learning | Activity          |
| 3    | 3     | Define basic concepts                     | Basic Concepts                     | Lecture + Analysis   | Homework          |
| 4    | 3     | Identify categories served                | Who Receives Special Education     | Discussion           | Quiz              |
| 5    | 3     | Recognize supportive services             | Other Special Services             | Presentation         | Activity          |
| 6    | 3     | Distinguish professional roles            | Professionals in Special Education | Cooperative Learning | Oral Questions    |
| 7    | 3     | Analyze multidisciplinary texts           | Multidisciplinary Team             | Text Analysis        | Short Quiz        |
| 8    | 3     | Identify teacher development resources    | Suggested Resources                | Discussion           | Summary           |
| 9    | 3     | Use educational dictionaries              | Educational Dictionaries           | Practical            | Applied Activity  |
| 10   | 3     | Understand grammar in context             | Grammar in Context                 | Applied Lecture      | Quiz              |
| 11   | 3     | Apply grammar                             | Applied                            | Exercises            | Homework          |

|    |   |                       |               |                      |                         |
|----|---|-----------------------|---------------|----------------------|-------------------------|
|    |   | rules                 | Grammar       |                      |                         |
| 12 | 3 | Translate short texts | Translation   | Cooperative Learning | Activity                |
| 13 | 3 | Analyze main ideas    | Text Analysis | Discussion           | Short Quiz              |
| 14 | 3 | Review key concepts   | Revision      | Brainstorming        | Comprehensive Questions |
| 15 | 3 | Final preparation     | Final Review  | Open Discussion      | Formative Assessment    |

### **Assessment**

Two written examinations (30 marks total: 15 each).

Continuous assessment (quizzes, participation, activities): 10 marks.

Total coursework: 40 marks.

Final examination: 60 marks.

### **Learning Resources**

Required Textbook:

- Al-Abbas, N. S., & Al-Jarrah, N. I. (2026). *Educational Texts in English*. Dar Al-Sadiq.

Main References:

- Friend, M. (2021). *Special education: Contemporary perspectives for school professionals (6th ed.)*. Pearson.
- Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2022). *Exceptional learners (15th ed.)*. Pearson.
- Heward, W. L. (2022). *Exceptional children (12th ed.)*. Pearson.

|                                                         |    |
|---------------------------------------------------------|----|
| (Course Name : Practical Education (Viewing             | -1 |
| Course code                                             | -2 |
| -2025 Year : First semester of the academic year / 2026 | -3 |
| 1/9/2025 : Description prepared on                      | -4 |
| Available attendance formats: In-person                 | -5 |
| ( 120 ) :Total number of study hours                    | -6 |
| ( 4 ) :Total number of units                            | -7 |
| . should be mentioned if there is more than one         | -8 |

Name: Dr. Jawad Kadhim Mohammed  
Email : [bas471.jawad.kadhumi@uobabylon.edu.iq](mailto:bas471.jawad.kadhumi@uobabylon.edu.iq)

#### Course Objectives -9

1. Understanding the concept of practical education
2. Understanding the concepts of observation, delivery, and application
3. Understanding the importance of observation, presentation, and application
4. Identifying types of delivery
5. Understanding the daily lesson plan
6. Understanding the mechanism for writing a daily lesson plan

#### Learning and teaching strategies -10

#### Course structure

| Learning method | Unit or topic name      | Required learning outcomes            | Hours | Week |
|-----------------|-------------------------|---------------------------------------|-------|------|
| Lecture         | The concept of viewing  | Understanding the concept of viewing  | 4     | 1    |
| discussion      | The concept of delivery | Understanding the concept of delivery | 4     | 2    |

|                            |                                       |                                                 |   |    |
|----------------------------|---------------------------------------|-------------------------------------------------|---|----|
| Discussion and questioning | Application concept                   | Getting to know the app                         | 4 | 3  |
| discussion                 | Teaching skills                       | Identifying teaching skills                     | 4 | 4  |
| active learning            | The importance of planning skills     | Understanding planning skills                   | 4 | 5  |
| discussion                 | Execution skill                       | The importance of execution skills              | 4 | 6  |
| discussion                 | First month exam                      | First month exam                                |   | 7  |
| discussion                 | Evaluation skill                      | Understanding the skill of evaluation           | 4 | 8  |
| active learning            | Daily lesson plan                     | Identifying the elements of a daily lesson plan | 4 | 9  |
| Interrogation              | The concept of educational media      | Understanding the concept of educational tools  | 4 | 10 |
| Lecture                    | feedback                              | Understanding feedback                          | 4 | 11 |
| Lecture                    | Bloom levels                          | Bloom levels                                    | 4 | 12 |
| discussion                 | Types of calendars                    | Identifying the types of calendars              | 4 | 13 |
| discussion                 | The importance of a daily lesson plan | Writing a daily lesson plan                     | 4 | 14 |
| discussion                 | Second month exam                     | Second month exam                               |   | 15 |

### Course Evaluation .11

very good

### Learning Resources -12

|                                                                                                      |                                                 |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------|
|                                                                                                      | ,Required textbooks (methodology (if applicable |
| (Practical training (observation<br>Dr. Tawfiq Mar'i and Dr. Sharif<br>Mustafa<br>Al-Quds University | (Main references (sources                       |

|         |                                                                                         |
|---------|-----------------------------------------------------------------------------------------|
| nothing | Recommended supporting books<br>– and references (scientific journals<br>(.reports, etc |
| nothing | Electronic references – Internet<br>resources                                           |

نموذج وصف المقرر 2023-2024