27. **Course structure**

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Attend and participate	a lecture	Introduction to the study of statistics		2	1
Attend and participate	a lecture	Types of data and ways to measure them		2	2
Attend and participate	a lecture	Data collection methods and sources		2	3
Attend and participate	a lecture	Display data tabularly		2	4
Attend and participate	a lecture	Quantitative variable (frequency table)		2	5
Attend and participate	a lecture	Methods of displaying data		2	6
Attend and participate	a lecture	-Histogram -Histogram Histogram - Histogram		2	7
Attend and participate	a lecture	Measures of central tendency		2	8
Attend and participate	a lecture	The arithmetic mean and methods for calculating it		2	9
Attend and participate	a lecture	The median and its calculation methods		2	10
Attend and participate	a lecture	The mode and its calculation methods		2	11
a test	a test	First semester exam		2	12
Electronically	a lecture	Measures of relative status		2	13
Electronically	a lecture	- Clans - Al Rabieat Percentiles and methods of calculating them		2	14

Electronically	a lecture	Calculate the percentile rank		2	15
Electronically	a lecture	Measures of dispersion		2	16
Electronically	a lecture	Range and methods for calculating it		2	17
Electronically	a lecture	Standard deviation and methods for calculating it		2	18
Electronically	a lecture	Variance and methods for calculating it		2	19
Electronically	a lecture	Correlation coefficients		2	20
Electronically	a lecture	Pearson correlation coefficient		2	21
Electronically	a lecture	Spearman correlation coefficient		2	22
Electronically	a lecture	Baceryl correlation coefficient		2	23
Electronically	a lecture	Phi correlation coefficient		2	24
Electronically	a lecture	Concordance correlation coefficient		2	25
a test	a test	Second semester exam		2	26

28.Infrastructure	
Descriptive and inferential statistics in education and psychology, Abdul Jabbar Tawfiq Al- Bayati, Zakaria Zaki Athanasius	Required prescribed books -1
	2- Main references (sources)
4- Applied Statistics in the Social Sciences, Al Kubaisi-Wahib Majeed, 2010, Beirut, Lebanon. 5- Educational Statistics, Abdullah Al- Munizel, Dar Al-Masirah, 2006.	A- Recommended books and references (scientific journals, reports...)

6- principles ، Statistics Dr. Submissive the narrator.	
	Electronic references, -B ...Internet sites

29.Course development plan

the academic program Describe

third level

Cognitive psychology subject

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

For the humanities

Ministry of Higher Education and Scientific Research / Tikrit University	99.Educational institution
College of Education for Humanities/Department of Educational and Psychological Sciences	100. Scientific department/center
Cognitive psychology	101. Name of the academic or professional program
Bachelor of Educational and Psychological Sciences	102. Name of the final certificate
annual	103. :Academic system Annual/courses/others
	104. Accredited accreditation program
	105. Other external influences
2024-2023	106. Date the description was prepared
107. Objectives of the academic program	

Providing the Ministry of Education with specialized personnel to work as 1- . educational guides
Enabling students to become familiar with educational psychology 2-
students' awareness of the concepts of cognitive psychology Enhancing 3-
Raising students' awareness of educational psychology 4-
Providing the graduate with the skills and methods of cognitive psychology 5-

108.Required program outcomes and teaching, learning and evaluation methods
خ- Cognitive goals That the student is able to learn about cognitive psychology A1-   That the student be able to understand the concepts of cognitive A2- psychology   That the student is familiar with all the methods of cognitive psychology A3-   .That the student be able to apply cognitive psychology A4-   .dels of cognitive psychologyThe student should be familiar with mo A5-   To teach the student modern skills and technology in cognitive A6- psychology
The program's skill objectives B-   That the student be able to become familiar with the subject of cognitive B1 - .psychology and measurement and evaluation of the scientific subject   The student should be able to choose the appropriate methods in B2 - .presenting the scientific material   The student should be able to solve problems related to the student's B3 - .understanding of the scientific material
Teaching and learning methods
.(The standard method (punitive- Method of discussion-

. deductive) method
.How to solve problems-

Evaluation methods
Formative or formative evaluation (daily exams , class discussion, homework - up, classroom evaluation-assignments and their follow).
Diagnostic evaluation (semester and final exams to issue judgments of success and - failure)

.Emotional and value goals -C
Raising the student to use cognitive psychology methods -C1
Identify the principles of cognitive psychology -C2
Developing the ability to apply the role of cognitive psychology -C3
Work to improve the teaching of cognitive psychology and make students -C4 aware of its importance

Teaching and learning methods
on traditional teaching methods, because they are valuable goals that do not depend cannot be taught like cognitive goals. Therefore, the following is adopted:
.The student sets a good example among those around him-1
.Forming a general category of good values -2
.iding psychological motivation to achieve emotional goalsProv-3

Evaluation methods
Emotional goals are not evaluated through traditional tests. Rather, reliance is placed on observing the student's behavior, interviewing them, discussing them, and following up on their relationship with the educational environment, which provides a cumulative record of their representation of the emotional and value goals.

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

D1- Scientific dialogue and discussion skills.

D2- Skills in modern technologies in communications, documentation, and communication with scientific institutions and centers.

D3- Teamwork skills, especially in scientific research.

D4- Skills for solving educational problems using educational and psychological programs and methods.

Teaching and learning methods

- Inductive (deductive) method.
- Method of solving problems.
- He repeated training courses and seminars to provide female students with the ability to communicate with society, the ability to have fruitful dialogue, and to solve educational problems using scientific methods.
- Classroom interaction and exchange of opinions between the student and the teacher to raise learning difficulties and discuss their solutions.

Evaluation methods

- Oral and written tests, individual and group, theoretical and practical.
- Direct observation of the student's performance in the areas of dialogue, intellectual and scientific communication, and team work within the classroom and the college and university environment.
- Assigning students to prepare scientific research to test their ability to think, deduce, and solve problems.

109. Program structure

Educational level	Course or course code	Name of the course or course	Credit hours	
			theoretical	practical
the third		Cognitive psychology	2	

110. Planning for personal development

- Scientific communication through seminars, conferences, and joint work with competent cadres in similar specializations.

- Accessing international studies in similar departments, to develop the ability to research and solve scientific problems.

- Engaging in acquiring modern scientific expertise and skills in the field of modern technical communication.

111. Admission standard (establishing regulations related to admission to the college (or institute

Admission to the college follows the central distribution system followed by the Ministry of Higher Education and Scientific Research, according to the admission form to Iraqi universities and the institutes, and by balancing the student's desire with the total

.obtained
As for admission to the Department of Educational and Psychological Sciences, it is subject to the desire of the students.

112. The most important sources of information about the program
Link to the program on the Internet, and its applications in similar universities. -
Training courses held by university quality and performance departments on the program in various institutes and colleges in Iraq. -

Course description form

third level

methods material Teaching

Course description

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

Tikrit University/College of Human Education	. Educational institution
psychology	. department /center Scientific
General teaching methods	. Course name/code
Third stage students	. Available attendance forms
annual	. Semester/year
hours 60	. (total) Number of study hours
4 202 – 3 202	. Date this description was prepared

. Course objectives
Making students understand the nature of teaching curricula and methods and their role in the -A .educational process
.Enabling students to know the traditional methods that are based on the teacher -B
.based teaching methods-Students' knowledge of student -C
. Its formulation And method Educational With goals Students Imam -C
.Providing students with teaching skills -E
.Students' knowledge of planning educational lessons -F
.Students' understanding of evaluation, its types and tools -G

. outcomes and teaching, learning and evaluation methods Course
Cognitive objectives -A .That the student knows teaching -A1 .That the student knows teaching methods -A2 .The student should enumerate the types of educational objectives -A3 .The student should explain the development and classification of teaching methods -A4 .The student should mention teaching skills -A5 .The student should explain the purposes of observing teaching behavior -A6 .The student should explain the importance of planning the lesson -A7
.course of the objectives skills The - B .The student draws a diagram explaining the classification of teaching methods - B1 .(solving manner-The student should design a model lesson (in a problem - B2 .The student should use the data show device to view a daily study plan - B3 .tes behavioral goals for the personality subject on the blackboardThe student formula -B4
Teaching and learning methods
(lecture, discussion, short reports, induction and analogy, and problem solving)
Evaluation methods
Oral exams (Written tests (essay and objective (playing–Performance tests (pen and paper and role Electronic calendar and question banks
Emotional and value goals -C .The student should be inclined to study curricula and teaching methods -C1 .The student should like the teacher's style and teaching methods -C2 The student interacts with the way the teaching methods material is presented -C3

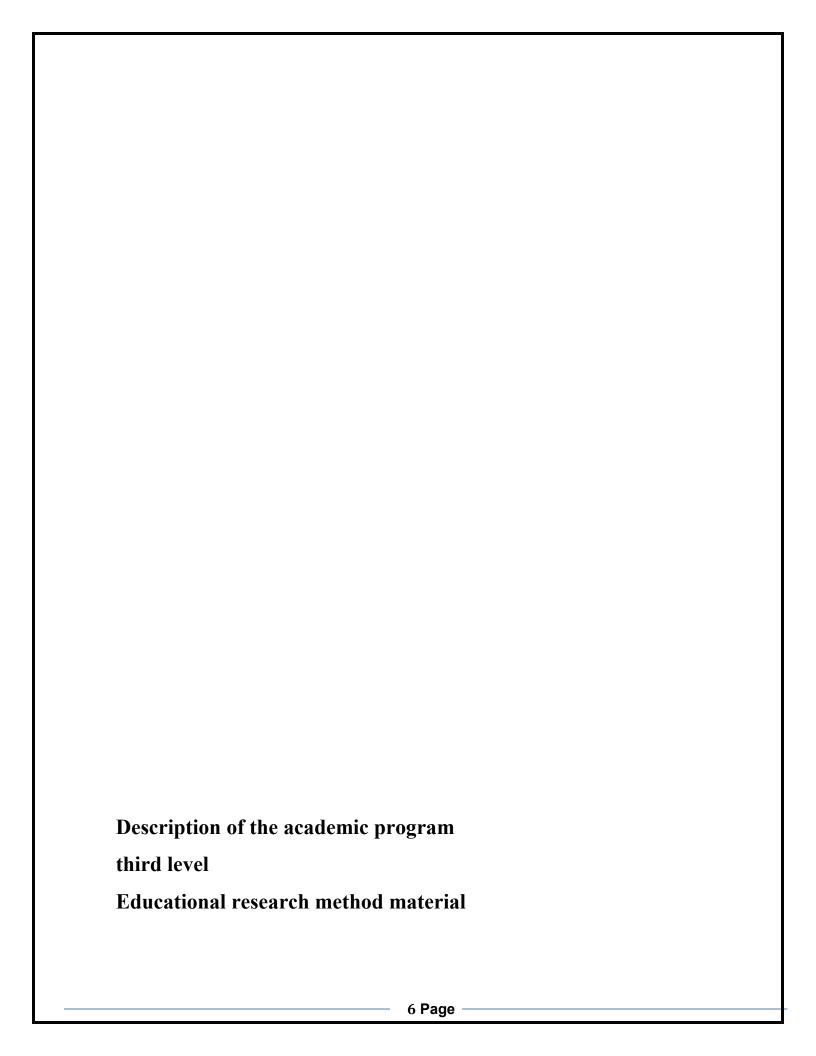| |
|---|
| Teaching and learning methods |
| (discussion, lecture, questioning) |
| Evaluation methods |
| Achievement tests

(test methods (interview and observation-Non

Feedback from students |
| transferable skills (other skills related to employability and personal qualifying General and -D .(development

Verbal communication -D1

The skill of presenting oral questions -D2

 Teamwork -D3 |

Course structure					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	60 Hours	30 Week
oral test	lecture	The meaning and trends of teaching	Bachelor's degree in Psychology	2	the first
=	Discussion	Teaching theories	=	2	the second
Formative test	lecture	Concepts of teaching methods and methods	=	2	the third
=	Interrogation	Teaching objectives	=	2	the fourth
oral test	Discussion	Development of teaching methods	=	2	Fifth
=	lecture	Traditional and modern classification of teaching methods	=	2	VI
=	Discussion and measurement	Descriptive method	=	2	Seventh
Semester written test	Semester test	Semester test	=	2	VIII
oral test	Problem Solving	Developed lecture	=	2	Ninth
=	lecture	Advanced organizations	=	2	The tenth
=	=	Exploration method	=	2	eleven
=	=	Method of solving problems	=	2	twelveth
=	Short reports	Interrogation method	=	2	Thirteenth
=	Discussion	Teaching skills: preparation, closure, and feedback	=	2	fourteenth
=	=	The skills of	=	2	Fifteenth

		enhancing and diversifying stimuli			
=	=	The skill of presenting questions	=	2	sixteen
Formative test	Measurement and extrapolation	Teaching behavior its purposes and) (types	=	2	seventeenth
=	=	Factors affecting teacher behavior and tools for observing teaching behavior	=	2	eighteen
=	=	Lesson planning	=	2	nineteenth
=	=	Types of study plans	=	2	The twentieth
A written test	Semester test	Semester test	=	2	-Twenty first
Formative test	Problem Solving	Samples of study plans	=	2	-Twenty second
=	=	Cooperative learning	=	2	-Twenty third
oral test	lecture	Constructivist learning strategy	=	2	-Twenty fourth
=	Measurement	Models of the learning cycle	=	2	-Twenty fifth
=	Discussion	Concept mapping strategy	=	2	-Twenty sixth
=	Interrogation	Practical lessons on constructivist learning	=	2	-Twenty seventh
=	lecture	The concept of evaluation, its importance and methods	=	2	-Twenty eighth
A written test	Semester test	Semester test	=	2	-Twenty nine

oral test	lecture	Types of lesson evaluation and its fields	=		2	thirty

. Infrastructure

General teaching methods / Dawoud Maher Muhammad and Majeed Mahdi Muhammad	Required prescribed books -1
Azzawi-Dr. Nidal Muzahim Al / Teaching Compass	(Main references (sources -2
Scientific journals, periodicals and research in the field	Recommended books and references (...‹scientific journals, reports)
Internet sites (Google, YouTube) and social media in .the field	Electronic references, Internet -B ...sites

. Course development plan

.Developing academic content by deleting, adding, and replacing

Using modern teaching methods according to the nature of the

.subject and the level of the learners from time to time

Using modern calendar methods such as alternative calendar,

. electronic calendar, and Portfolio

Description of the academic program

third level

Educational research method material

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

ꙭ .description

Tikrit University	9. Educational institution
College of Education for Human Sciences/Department of Educational and Psychological Sciences	). department Scientific center/
Educational research methods	1. Course name/code
Electronic	2. Available attendance forms
annual	3. Semester/year
hours 66	4. Number of study hours (total)
2024 - 2023	5. Date this description was prepared
5. Course objectives	
Preparing competent graduates who have the ability to plan, prepare and implement research in educational institutions	

4.outcomes and teaching, learning and evaluation methods Course
For the student to get to know Cognitive objectives -A A1- General concepts of scientific methods and their assumptions. A2- Discovering the differences between the social and human sciences and applied sciences. A3- Historical, descriptive, experimental, and comparative research methods. A4- Steps of the descriptive approach, its types and characteristics. A5- Tools used in scientific research methods. A6- The importance of the theoretical and applied scientific research method.
B - The objectives skills course. B 1 - B1- The student learns the methods of preparing and building the tools used in collecting data. B2- That the student understands the meaning of the problem in the research, its sources, and how to study and evaluate it. B3- Providing the student with the necessary information and knowledge on how to use scientific references. B4- That the student learns to prepare a plan to investigate educational and psychological problems in terms of title, importance, and need Formulating hypotheses, defining terms and procedures, and presenting and interpreting results. B5- Enabling the student to prepare experimental designs, how to control them, and interpret their results.
Teaching and learning methods

1- Method of delivery.
2- Method of dialogue and discussion.
3- View various models of research and review master's theses and doctoral dissertations.
4- Access to different models of data collection tools (questionnaire, interview, observation, tests).

Evaluation methods
1- Conducting immediate, monthly and quarterly exams.
2- Assigning students to prepare and design various research tools.
3- Applying information collection tools to college students and primary and secondary school students.

C- Emotional and value goals
C1- Training students to acquire basic skills on how to deal with respondents and establish relationships
Friendly with them in order to obtain sufficient information to conduct research.
C2- Providing the student with skills that make him more capable in choosing research topics and designing a plan
Appropriate research and how to implement it in accordance with the principles of scientific research.
C3- Developing students' abilities to master research skills, fact-finding methods, and knowing the real reasons
Behind the various social phenomena that appear in society.
C4- Providing students with patience and endurance skills for the purpose of obtaining the data necessary to complete research.

Teaching and learning methods
1- Designing plans for different types of research (historical, descriptive, experimental, comparative...........)
2 - Designing research tools and how to apply them.

Evaluation methods
Evaluating the designs prepared by students by giving them grades for their 1- implementation. 2- Correcting the research plans prepared by students and awarding them grades.
D- General and qualifying transferable skills (other skills related to employability and personal development). D1- Research design skill. D2- The skill of designing and applying data collection tools. D3- The skill of writing references. D4- The skill of preparing a research plan.

5.Course structure

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Direct exam questions	Delivery- Dialogue - and discussion - Participation through direct implementation by students	Introduction to research methods	the Identify of the importance curriculum and its types	4	2-1
Direct exam questions	Delivery- Dialogue - and discussion - Participation through direct implementation by students	General concepts of the scientific method	Identify: the basic concepts in the curricula Assumptions on - which the scientific method is based. Objectives of the - scientific method Multiple research - methods in educational and psychological sciences	6	4-3
questions and paper tests	Delivery- Dialogue - and discussion - Participation	Samples	Recognition: Some statistical - concepts Some - considerations when selecting samples	6	7-5

	through direct implementation by students		Steps for selecting - samples Benefits of using - samples errors Sampling - Sample selection - methods		
Oral questions and paper tests Assigning students to bring samples of questionnaires and scales	Delivery- Dialogue - and discussion - Participation through direct implementation by students	search tools	Learn how to design and apply the : tools following .Questionnaire- .the interview - .Note - Tests and standards -	8	11-8
Oral questions and paper tests	Delivery- Dialogue - and discussion - Participation through direct implementation by students	Descriptive research method	:Recognition Theoretical starting - .points The type of - problems that this .research addresses Procedures - followed and application considerations descriptive of Types .research	6	14-12
Oral questions and paper	Delivery- Dialogue -	Experimental research	:Recognition Theoretical starting -	6	17-15

tests Assigning students to bring examples of designs	and discussion - Participation through direct implementation by students	methodology	.points the curriculum . addresses Procedures - followed and application considerations Sample of - experimental designs		
Oral questions and paper tests Assigning students to bring examples of research	Delivery- Dialogue - and discussion - Participation through direct implementation by students Visit the library	Writing a research report	:The student learns Contents of the - research report Initial research plan- Writing a research - report Considerations - taken while writing the report How to write - sources	4	19-18

5.Infrastructure

Educational research methods	Required prescribed books -1
Research methods between theory and practice	(Main references (sources -2
Scientific research methods written by Suhail Rizk **Research methods and writing the proposed research project, written by**	Recommended books and scientific journals,) references (...'reports

Sami Taye	
rules, -Scientific research methodology stages and applications **Scientific research, applied guide for researchers** **and principles of scientific Foundations research**	Electronic references, -B ...Internet sites

7.Course development plan

Description of the academic program

third level

Educational and psychological guidance subject

> **This academic program description provides a necessary summary of the most important characteristics of the program and the learning expected to achieve, demonstrating outcomes that the student is whether he has made the most of the available opportunities. It is accompanied by a description of each course within the program**

Tikrit University / College of Education for Human Sciences	3. Educational institution
Educational and psychological sciences	4. department Scientific center/
Educational and psychological guidance	5. Name of the academic or professional program
Educational and -Education of Bachelor Psychological Sciences	6. Name of the final certificate
annual	7. : Academic system Annual/courses/others
	8. Accredited accreditation program
Corona pandemic and temporary suspension of work-1 Some skills and applications require a live -2 (environment (traditional classroom lessons	9. Other external influences
4 202 – 3 202	20. Date the description was prepared
21. Objectives of the academic program	
Providing the Ministry of Education with staff specialized in working as -A .educational counselors in secondary schools	

B- Enabling students to become familiar with modern educational guidance methods and techniques.
T- Providing the necessary guidance skills to work as an effective educational counselor within the school framework, and trying to apply them practically at the university while addressing the problems that the counselor may face in the school environment.
D- Developing the cognitive and analytical abilities that are important for the work of the educational counselor by presenting the most important problems of adolescents in school.

22. program outcomes and teaching, learning and evaluation methods
Cognitive goals A1- That the student/female should be able to recognize the general framework of guidance (concept, principles, foundations, goals). A2- That the student should be able to understand and comprehend counseling theories and their techniques, especially the most recent and most effective ones. A3- That students become familiar with all types of counseling methods (individual, group, direct and indirect). A4- That students understand how to collect information in various ways. A5- That students learn about the role of the counselor in the school، and his role in professional guidance for school students. A6- That students be familiar with guidance programs . A7- Identify the nature of the counseling process.

B - Skills objectives of the program:
B1 - That the student, male or female، should be able to understand how to diagnose students' problems in schools.
B2- The student should be able to build a mentoring relationship based on professional foundations to help students
B3- The student should be able to apply appropriate guidance skills and techniques to help students solve their problems, whether individually or collectively, through guidance programs.

Teaching and learning methods
- The standard method (punitive).
- Method of discussion.
- Presentation of the material through graphics.
- Story models (illustrative of the material).

Evaluation methods
- Formative or formative evaluation (class discussion, homework assignments and their follow-up, classroom evaluation).
- Diagnostic evaluation (semester and final exams to issue judgments of success and failure)

C- Emotional and value goals.
C1- Educating students about the role of the educational advisor as an assistant to the advisor.
C2- Developing the humanitarian role and avoiding fanaticism.
C3- Emphasizing professionalism, freedom of choice, and seeking advice in the advisor's relationship with students.
C4- Strengthening the societal role of the counseling profession.

Teaching and learning methods

based goals -depend on traditional teaching methods, because they are value do not that cannot be taught like cognitive goals. Therefore, the following is adopted:

1- Role playing and reversal is one of the most important teaching methods in psychological counselling.

2- Through the research method: case study with the aim of increasing cognitive sensitivity, searching for problems in society and the experiences the student went through during his school days and how to address them.

Evaluation methods
Emotional goals are not evaluated through traditional tests. Rather, reliance is placed on observing students' behavior, interviewing them, discussing them, and following up on their relationship with the educational environment, which provides a cumulative record of their representation of the emotional and value goals.

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

D1- Scientific dialogue and discussion skills.

D2- Skills in modern technologies in communications, documentation, and communication with scientific institutions and centers.

D3- Teamwork skills, especially in scientific research.

D4- Skills for solving educational problems using educational and psychological programs and methods.

D 5 - A presentation of additional sources for the scientific material presented to students, which can be consulted by students.

Teaching and learning methods
-Inductive (deductive) method.

.How to solve problems-	

students the currently) to give) training courses and seminars Preparing virtual-
Fruitful dialogue and solving ability to communicate with society, and the ability to
.educational problems using scientific methods

opinions between the student and the Classroom interaction and exchange of-
.teacher to raise learning difficulties and discuss their solutions

Evaluation methods

.Written, individual, group, and theoretical tests-

Direct observation of students' performance in the areas of dialogue, intellectual -
The team within the and scientific communication, and working in the spirit
.classroom and college and university environment

rch to test their ability to think, deduce, Assigning students to prepare scientific resea
.and solve problems

23. Program structure

Credit hours		Name of the course or course	Course or course code	Educational level
practical	theoretical			
	hours 2	Educational and psychological guidance		Third

24. Planning for personal development
Scientific communication through seminars, conferences, and joint - **counseling and in the specializations of competent cadres work with** **. psychotherapy** **to develop the and specialized books Accessing international studies -** **.ability to research and solve scientific problems** **Engaging in acquiring modern scientific expertise and skills in the -** **-multi ، innovative counseling and psychotherapy and its field of** **. curricular techniques**
25.   regulations related to admission to the college establishing) Admission standard (institute or
Admission to the college follows the central distribution system **the Ministry of Higher Education and Scientific Research, followed by** **according to the admission form to Iraqi universities and institutes,** **.and by balancing the student's desire with the total he obtained**
26.   The most important sources of information about the program
.Decisions of the sectoral committee- Book of Principles of Psychological and Educational Counseling: A. Dr.. - Dahri (1998). University of Baghdad, Ministry of Higher -Saleh Hassan Al .Education and Scientific Research -nce book: A. M. Dr. Ahmed Younis AlEducational and psychological guida - Ministry of Higher Education and ، of Mosul University .(Bajari (2012 .Scientific Research

Description of the academic program

third level

Comparative education subject

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most must be linked to the program of the learning opportunities available. It description. ٤

For the humanities

Ministry of Higher Education and Scientific Research / Tikrit University	27. Educational institution
College of Education for Humanities/Department of Educational and Psychological Sciences	28. Scientific department/center
Comparative education	29. Name of the academic or professional program
Bachelor's degree in Educational and Psychological Sciences	30. Name of the final certificate
annual	31. :ic systemAcadem Annual/courses/others
	32. Accredited accreditation program
	33. Other external influences
4 202 – 3 202	34. Date the description was prepared
35. Objectives of the academic program	
Providing the Ministry of Education with staff specialized in teaching social -1 psychology and increasing their knowledge of comparative education in secondary	

.schools
Enabling students to become familiar with building social relationships between -2 udents and teaching staffst
students' awareness of the concepts of psychology and comparative Enhancing -3 education
Raising students' awareness of social relations and their importance and knowing -4 what is going on around them in the field of education
Providing the graduate with psychology skills and methods and the possibility of -5 of countries benefiting from the experiences

36.   Required program outcomes and teaching, learning and evaluation methods
Cognitive goals That the student is able to control comparative education methods -A1 That the student be able to understand the concepts of comparative education -A2 That the student is familiar with all the methods of psychology and what the -A3 world has achieved in the field of comparative education .That the student is familiar with applying his role in social relations -A4 .odern teaching methodsThe student should be familiar with m -A5 To teach the student modern skills and technology in studying comparative -A6 education
The program's skill objectives -B The student should be able to become familiar with comparative education for - B1 .the scientific subject The student should be able to choose the appropriate teaching method for each - B2 .scientific subject so that it is presented in an interesting way The student should be able to solve problems related to the student's - B3 .material understanding of the scientific

Teaching and learning methods
-(The standard method (punitive).
-Method of discussion
method (deductive).
-How to solve problems
- Thinking skills method

Evaluation methods
- Formative or formative evaluation (daily exams، class discussion, homework assignments and their follow-up, classroom evaluation).
- Diagnostic evaluation (semester and final exams to issue judgments of success and failure)

.Emotional and value goals -C
C1- Raising the student to use methods used by some countries through comparative education
C2- Identify the principles of comparative education
C3- Developing the ability to apply his role in social relations
C4- Work to improve the teaching of comparative education and raise student awareness of its importance

Teaching and learning methods
do not depend on traditional teaching methods, because they are valuable goals that cannot be taught like cognitive goals. Therefore, the following is adopted:
1-The student sets a good example among those around him.
2- Forming a general category of good values.
3-Providing psychological motivation to achieve emotional goals.

Evaluation methods

Emotional goals are not evaluated through traditional tests. Rather, reliance is placed on observing the student's behavior, interviewing them, discussing them, and following up on their relationship with the educational environment, which provides a cumulative record of their representation of the emotional and value goals.

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

D1- Scientific dialogue and discussion skills.

D2- Skills in modern technologies in communications, documentation, and communication with scientific institutions and centers.

D3- Teamwork skills, especially in scientific research.

D4- Skills for solving educational problems using educational and psychological programs and methods.

Teaching and learning methods

Inductive (deductive) method.
Method of solving problems.
He repeated training courses and seminars to provide students with the ability to communicate with society, the ability to have fruitful dialogue, and to solve educational problems using scientific methods.
Classroom interaction and exchange of opinions between the student and the teacher to raise learning difficulties and discuss their solutions.

Evaluation methods

Oral and written tests, individual and group, theoretical and practical.
Direct observation of the student's performance in the areas of dialogue, intellectual and scientific communication, and team work within the classroom and the college and university environment.
Assigning students to prepare scientific research to test their ability to think, deduce,

				.and solve problems

Professor Maad Salikh Fayyad

37. Program structure

Credit hours		Name of the course or course	Course or course code	Educational level
practical	theoretical			
	2	Comparative Education / Morning		The second is the Department of Educational and Psychological Sciences
	2	Comparative education/evening		The second is the Department of Educational and Psychological Sciences
	8	Supervising -1 morning four		Supervising students

		students		
		And four -2 evening students		

38. Planning for personal development
Scientific communication through seminars, conferences, and - .joint work with competent cadres in similar specializations

Accessing international studies in similar departments, to develop - . the ability to research and solve scientific problems

Engaging in acquiring modern scientific expertise and skills in the - .field of modern technical communication |
| 39.   establishing regulations related to admission to the college) Admission standard (or institute |
| Admission to the college follows the central distribution system followed by the Ministry of Higher Education and Scientific iversities and Research, according to the admission form to Iraqi un institutes, and by balancing the student's desire with the total he .obtained

As for admission to the Department of Educational and Psychological Sciences, it is subject to taking a competitive examination with a balance between the student's desire for the .sixth grade in secondary school |
| 40.   about the program The most important sources of information |

Link to the program on the Internet, and its applications in similar -
.universities

Training courses held by university quality and performance -
departments on the program in various institutes and colleges in
.Iraq

	.14
	.14
43. The most important sources of information about the program	

Description of the academic program

third level

Personality psychology

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

Tikrit University / College of Education for Human Sciences	44. Educational institution
Educational and psychological sciences	45. Scientific department/center
Personality psychology	46. Name of the academic or professional program
BSC	47. Name of the final certificate
annual	48. :Academic system Annual/courses/others
Educational programme	49. Accredited accreditation program
	50. Other external influences
4 202 – 3 202	51. Date the description was prepared
52. Objectives of the academic program	
The student learns about the dimensions of personality building and growth and in terms of their enables him to analyze and evaluate personal opinions and theories	

.importance in studying personality in the educational field
Cognitive goals Knows the concept of personality-1 Enumerate personality types -2 Learn about psychological theories in personality psychology -3
skill objectives The program's -B Choose the appropriate personality style-1 Individuals are treated according to their personality types -2 .Applies the principles of psychological theories -3
Teaching and learning methods
.The method of discussion and the method of dialogue- .How to solve problems-
Evaluation methods
Formative or formative assessment (daily exams , class discussion, homework - $\sqrt{}$.(up, classroom assessment-assignments and their follow Diagnostic evaluation (semester and final exams to issue judgments of success and - (failure
.Emotional and value goals -C Democratic dialogue with others He gains people's trust by applying the concepts of psychological theories
Teaching and learning methods
based goals that -do not rely on traditional teaching methods, because they are value cannot be taught like cognitive goals. Therefore, providing psychological .motivation to achieve emotional goals is relied upon

Evaluation methods
Emotional goals are not evaluated through traditional tests. Rather, reliance is placed on observing the student's behavior, interviewing him, discussing him, and provides a following up on his relationship with the educational environment, which cumulative record of his representation of the emotional and value goals.

General and qualifying transferable skills (other skills related to employability -D and personal development).
Skills to solve educational problems using educational and psychological programs - and methods.
Teaching and learning methods

Classroom interaction and exchange of opinions between the student and the teacher to raise learning difficulties and discuss their solutions.

Evaluation methods

Oral and written tests, individual and group, theoretical and practical.

3. Program structure

Credit hours		Name of the course or course	Course or course code	Educational level
practical	theoretical			
2	2	Personality psychology		Third

54. Planning for personal development
Scientific communication in acquiring modern scientific expertise - .and skills in the field of modern technical communication
55.   Admission standard (establishing regulations related to admission to the college (or institute
Admission to the college follows the central distribution system the Ministry of Higher Education and Scientific followed by Research, according to the admission form to Iraqi universities and institutes, and by balancing the student's desire with the total he .obtained
56.   The most important sources of information about the program
Link to the program on the Internet, and its applications in similar - .universities Training courses held by university quality and performance - departments on the program in various institutes and colleges in .Iraq

Description of the academic program

third level

Experimental psychology

This academic program description provides a necessary summary of the most important characteristics of the program and the learning outcomes that the student is expected to achieve, demonstrating It is .whether he has made the most of the available opportunities accompanied by a description of each course within the program

Tikrit University	57. Educational institution
College of Education for Human Sciences	58. department Scientific center/
Experimental psychology	59. Name of the academic or professional program
Bachelor's degree in Educational and Psychological Sciences	60. Name of the final certificate
annual	61. : Academic system Annual/courses/others
nothing	62. Accredited accreditation program
	63. Other external influences
4 202 – 3 202	64. Date the description was prepared

65. Objectives of the academic program
Providing the Ministry of Education with staff specialized in working as -1 educational guides
Enabling students to become familiar with the subject of experimental research - 2
Enhancing students' abilities to work in experimental research -3
The graduate will acquire experimental research skills -4

Raising students' awareness of research and the experimental approach - 5

56.   and teaching, learning and evaluation methods outcomes program
Cognitive goals   That the student is able to become familiar with the experimental method -A1   That the student be able to use the experimental method -A2 with all research methods in the experimental That the student is familiar -A3 method   The student should be able to apply the experimental method -A4   The student should be familiar with the models and types of experimental -A5 research   The student learns the means of collecting information in experimental research- A6
objectives skill s' program The -B   That the student be able to Familiarity with experimental psychology and - B1 measurement and evaluation of scientific subjects the student is able to choose the appropriate methods for presenting the That - B2 material That the student is able to solve problems related to understanding the - B3 scientific material
Teaching and learning methods
. (Standard method (automatic Discussion method Method of solving problems Inductive (deductive) method

Evaluation methods
Formative and formative assessment (daily exams, class discussions, homework (up, classroom calendar-assignments and their follow Diagnostic evaluation (semester and final exams to issue a ruling on the student's (success or failure

.Emotional and value goals -C
Raising the student to use the methods of the experimental method -C1
xperimental methodIdentify the principles , pros and cons of the e -C2
Developing the ability to apply the experimental method -C3
Working to improve the teaching of experimental psychology and make -4 C of its importance students aware

Teaching and learning methods
do not depend on traditional teaching methods, because they are Emotional goals :valuable goals that cannot be taught as cognitive goals . Therefore, it depends
.The student represents a good example for those around him -1
.Forming a general category of good values -2
Providing psychological motivation to achieve emotional goals -3

Evaluation methods
are not evaluated through traditional tests. Rather, reliance is placed on observing the student's behavior, interviewing him, discussing him, and following up on his ationship with the educational community, which provides a cumulative record of rel . his representation of the emotional and value goals

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

D1- Scientific dialogue and discussion skills.

D2- Skills in modern technologies in communication, documentation, and communication with scientific institutions and centers.

D3- Teamwork skills, especially in scientific research

D4- Skills for solving educational problems using educational and psychological programs and methods

Teaching and learning methods
Inductive (deductive) method. Method of solving problems Preparing training courses and seminars to enable students to gain the ability to communicate with society, the ability to have fruitful dialogue, and to solve educational problems using scientific methods. Classroom interaction and exchange of opinions between the student and the teacher to raise learning difficulties and discuss their solutions
Evaluation methods
Oral and written tests, individual and group, theoretical and practical. Direct observation of students' performance in the fields of dialogue, intellectual and scientific communication, and teamwork within the classroom and the college and university environment. Assigning students to prepare scientific research to test their abilities to think, deduce, and solve problems

57. Program structure

Credit hours		Name of the course or course	Course or course code	Educational level
practical	theoretical			
	2	Experimental psychology		The third

58. Planning for personal development
Scientific communication through seminars, conferences, and joint work with competent cadres in similar specializations.   Accessing international and local studies in similar departments, to develop the ability to research and solve scientific problems.   age in acquiring modern scientific expertise and skills in the field of Eng modern technical communication.
59. regulations related to admission to the college establishing) Admission standard (institute or
system followed by Admission to the college follows the central admission the Ministry of Higher Education and Scientific Research according to the admission form to Iraqi universities and institutes and the balance between the student's desire and the general average he obtained.   Admission to the Department of Educational and Psychological Sciences is subject to the student's desire
70. The most important sources of information about the program
Connect the program to the Internet. And its application in similar universities.   g courses held by the quality and university performance Teachin departments on the program in various institutes and colleges in Iraq.

Description of the academic program

third level

Educational technology subject

This academic program description provides a necessary summary of the most important characteristics of the program and the learning outcomes that the student is expected to achieve, demonstrating whether he has made the most of the available It is accompanied by a description of each course .opportunities within the program

Tikrit University	Educational institution
Educational and psychological sciences	department Scientific center/
Educational techniques	Name of the academic or professional program
Bachelor's degree in Educational and Psychological Sciences	Name of the final certificate
annual	: Academic system Annual/courses/others
Course description	accreditation Accredited program
nothing	Other external influences
4 202 – 3 202	Date the description was prepared
Objectives of the academic program Preparing educational cadres in the specialty of engineering, educational and psychological sciences, who are responsible for studying the country's t and progress and capable of meeting the needs of need for developmen the labor market in state institutions and education sectors, and preparing an educated generation that is armed with science and adopts it as a sound cientific knowledge basis to bring about radical changes and establishes s and the scientific method of thinking. Analysis serves the country's goals,	

enabling it to pursue higher studies and adapt to the development of .technologies in order to keep pace with the expansion of human needs

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outcomes and teaching, learning and evaluation methods program
Cognitive goals A1- A1- The educational and psychological sciences possess the ability to think critically on their own, solve problems, manage resources and time, describe the general specia lty of educational and psychological sciences and its concepts in a scientific and educational way, and make the appropriate changes for that. A2- The ability to conduct psychological analysis and scientific thinking by es in the sciences and adhering to applying modern educational techniqu guidelines and instructions for any activity in the organizational and administrative framework in implementing an educational project or confronting a psychological problem, solving it, evaluating it, submitting a propos al or plan, reformulating it, translating it, or interpreting it. A3- The student must be able to speak and write in an effective scientific, educational and technical manner in Arabic and English. A4- nd the ability to Adherence to the ethics of practicing the profession a demonstrate high professional competence, in addition to commitment to personal appearance and behavior. A5- He must be familiar with the standards of educational and psychological

concepts in sciences, estimate market needs, apply quality management educational work, and acquire skills in information technology.   -A6
skill objectives s' program The -B
The ability to apply educational techniques, taking into account the -B1 classroom system.   Analyzing educational problems, arriving at a solution, and being able -B2 to suggest appropriate alternatives.   Scientific investigation and evaluation -B3.   Constructive educational, psychological and technical discussions and -B4 expressing opinions.
Teaching and learning methods
There are many teaching and learning methods used in the Department of Educational and Psychological Sciences, and the most important of these methods are: (theoretical and practical lecture, discussion, and dialogue, field visits , discussion circles on specific topics, theoretical and practical student research, and office activities), which helps students reach the following results: -   1- The ability to use educational techniques and distinguish between correct information and incorrect information.   2- Ease of scientific formulation and ease of correction.   3- The ability to memorize and guess.   4- The ability to link concepts, principles, and instructions to each educational technology.   5- The ability to recall, link, and interpret.

Evaluation methods

.(Educational projects, seminars (seminars
.Scientific discussion, oral dialogue, and semester and final exams
.Homework
.Practical activities and case studies
Writing and submitting reports and taking notes on the educational
.experiences gained during field visits
Achievement tests to determine the level of achievement and improve the
d learner's ability to information and skills in a subject that has been learne
previously, through his answers to questions and paragraphs that represent
.the content of the subject

.Emotional and value goals -C
Presenting the educational and psychological problem or design -C1
.ns or developmentsand asking to think about possible solutio
Encouraging the development of students' educational thinking -C2
regarding memorization and guessing and motivating them towards critical
.thinking and thinking at the stage before remembering
Developing Internet research skills to expand the cognitive and -C3
.technological horizon
.Using brainstorming to bring out creative ideas for some gifted students -C4

Teaching and learning methods

The student's ability to analyse, apply and organize knowledge so that he
.can impose assumptions and interpretation as well as describe solutions
Ability to learn both simple and deep knowledge exploration and focus on

.applying knowledge to solve existing problems
The distinction is that the test increases the student's motivation towards
.studying and furthering and is not a means of punishing him

Evaluation methods

quality evaluation methods and tools -The branch has relied on clear, high
for student learning in order to maintain the quality of the graduate and the
academic reputation of the branch and department. This is embodied in the
he requirements for continuous evaluation of university's regulations and t
students, provided that there are several types of evaluation methods in
order to ensure the quality of The quality of the graduate, which constitutes
mportant the final outcome of the educational process, and the most i
:methods of evaluation are
Objective tests measure knowledge of engineering facts, their   -a
comprehension, application of scientific knowledge in new situations, and
- :measurement of memory through the following
.True and false questions -
.Multiple choice questions -
) Interview questions -matching items .(
 -Completion . questions
-:Engineering tests related to the following matters-B
.Remember facts and figures -
. Understanding scientific material and engineering principles -
.The ability to recall, link and interpret -
Apply knowledge in a simple way to interpret data, diagnose and solve -
.problems
-:It is done through the following
-:Connection test/open questions
.Questions that have a specific answer -
.t have a specific answerQuestions that do no -

:Which is based on motivating the student to
.Having the ability to answer freely -
.Possessing the skill in organization -
.Possessing the skill in arranging ideas -
.Avoid fraud and confront it -

-

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

his is done by testing students theoretically and orally, through classroom,
me, and laboratory activities /informing them of prior experiences,
a problem or issue in a video or workshop, requesting that it be presenti
dressed, or improving or developing its performance, and encouraging the
aking of notes and tabulated comparison, for example
ase study (graduation project) in providing a description that includes
ientific facts about an engineering problem and asking students to analyze
me information, diagnose the problem and describe the mathematical
olution
ncreasing student motivation towards answering and studying more

Teaching and learning methods

his is done by testing students theoretically and orally, through classroom,
tivities /informing them of prior experiences, home, and laboratory
esenting a problem or issue in a video or workshop, requesting that it be
dressed, or improving or developing its performance, and encouraging the
aking of notes and tabulated comparison, for example
se study (graduation project) in providing a description that includes C
ientific facts about an engineering problem and asking students to analyze
me information, diagnose the problem and describe the mathematical

| .solution |
| .n towards answering and studying moreIncreasing student motivatio |

| Evaluation methods |

| Achievement tests |

| Program structure |

Credit hours		Name of the course or course	Course or course code	Education al level
practical	theoretical			

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| Planning for personal development |
| The focus in the Department of Educational and Psychological Sciences in general is on continuous improvement. The department always seeks to |

improve the scientific and administrative process and overcome all the
educational program by developing difficulties and obstacles that hinder the
human resources to develop personality.
The following procedures explain the steps implemented or in the process of
implementation in this area:
1. Continuous improvement and development of faculty members through
training programs and workshops inside and outside the department,
university and country.
2. Increasing extracurricular activities , such as holding conferences,
scientific seminars, and personal and sports creativity, locally, regionally,
and internationally.
3. Encouraging faculty members to obtain the highest academic and
administrative ranks.
modern scientific sources and books for the department's library to keep
pace with the rapid progress in engineering sciences.
5. Providing specialized software in educational and psychological sciences
and the necessary computers and Internet lines for all teachers.

Admission standard (establishing) regulations related to admission to the
college or institute)

The Department of Educational and Psychological Sciences is subject to the
work mechanism of the Ministry of Higher Education and Scientific
Research- the Central Admissions Department, where graduates of
preparatory school in the scientific branch are nominated for admission to
the department based on their graduation rates.

The most important sources of information about the program
The curriculum approved by the Ministry of Higher Education and Scientific · . Research and its guidelines .Decisions and recommendations of scientific committees at the university · .Courses in teaching methods · .Courses in civil society organizations · .Internet research for similar experiences · .Personal experiences ·

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Describe the academic program

third level

Physiological psychology

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most must be linked to the program of the learning opportunities available. It ٤ .description

Tikrit University / College of Education for Human Sciences	Educational institution
Educational and psychological sciences	Scientific department/center
Physiological psychology	Name of the academic or professional program
in Educational and Psychological Bachelor's degree Sciences	Name of the final certificate
annual	:Academic system Annual/courses/others
Educational programme	Accredited accreditation program
	Other external influences
4 202 – 3 202	Date the description was prepared
Objectives of the academic program	
Providing the Ministry of Education with staff specialized in teaching physiology	

.and psychology in secondary schools
Providing graduates with various teaching skills for secondary school students later, using appropriate teaching methods and providing them with modern means of clarification and scientific communication skills.
Cognitive goals .To familiarize students with modern teaching methods .For students to learn modern technical skills in the school curriculum
The program's skill objectives -B the appropriate teaching method for Students should be able to choose .each scientific subject so that it is presented in an interesting way That students are able to solve problems related to students' understanding of scientific material by using theories of physiological psychology and .modern teaching methods, which facilitates its study and teaching
Teaching and learning methods
. deductive) method .How to solve problems-
Evaluation methods
- class discussion, homework ، Formative or formative assessment (daily exams .(up, classroom assessment-assignments and their follow√ Diagnostic evaluation (semester and final exams to issue judgments of - (success and failure

.Emotional and value goals -C
methods and awaken students' Working to advance the teaching of different awareness of the importance of learning the curriculum, dialogue, and .developing awareness
Teaching and learning methods
based -on traditional teaching methods, because they are value do not rely goals that cannot be taught like cognitive goals. Therefore, providing .psychological motivation to achieve emotional goals is relied upon
Evaluation methods
Emotional goals are not evaluated through traditional tests. Rather, reliance is placed on observing students' behavior, interviewing them, discussing them, and following up on their relationship with the educational community, record of their representation of the emotional which provides a cumulative .and value goals

General and qualifying transferable skills (other skills related to -D .(employability and personal development
Skills to solve educational problems using educational and psychological - .programs and methods
Teaching and learning methods

.Inductive (deductive) method
Classroom interaction and exchange of opinions between the student and the teacher
.to raise learning difficulties and discuss their solutions

Evaluation methods

.Oral and written tests, individual and group, theoretical and practical

).Program structure

Credit hours		Name of the course or course	Course or course code	Educational level
practical	theoretical			
2	2	Physiological psychology		Third

1.Planning for personal development
Scientific communication in acquiring modern scientific expertise - and skills in the field of modern technical communication.
2.Admission standard (establishing regulations related to admission to the college or institute)
Admission to the college follows the central distribution system followed by the Ministry of Higher Education and Scientific Research, according to the admission form to Iraqi universities and institutes, and by balancing the student's desire with the total he obtained.
3.The most important sources of information about the program
- Link to the program on the Internet, and its applications in similar universities.   Training courses held by university quality and performance - departments on the program in various institutes and colleges in Iraq.

Description of the academic program

Behavior modification material

The fourth stage

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

For the humanities

71. Educational institution	Ministry of Higher Education and Scientific Research / Tikrit University
72. Scientific department/center	College of Education for Humanities/Department of Educational and Psychological Sciences
73. Name of the academic or professional program	Behavior Modification
74. Name of the final certificate	Bachelor's degree in Educational and Psychological Sciences
75. :Academic system Annual/courses/others	annual
76. Accredited accreditation program	
77. Other external influences	
78. Date the description was prepared	4 202 – 3 202

79. Objectives of the academic program

Providing the Ministry of Education with specialized personnel to work as -1 educational guides .

Enabling students to become familiar with behavior modification -2
Promoting the concept of behavior modification, and some basic terms -3 **ciated with itand concepts asso**
Understanding the theoretical foundations on which behavior modification -4 **is based**
Providing the graduate with skills and methods in behavior modification -5

30.   Required program outcomes and teaching, learning and evaluation methods
- Cognitive goals .Knowledge of the basic principles of behavior modification -A1 The student should be familiar with strategies for modifying and shaping - A2 .behavior   A3_Learn about different behavior modification methods .A4_Learn about the research methodology in behavior modification
The program's skill objectives -B with the steps for modifying the That the student is able to familiarize himself -B1 .behavioral treatment plan . d design a behavioral treatment planbuild an That the student be able to -B2 The student should be able to solve problems related to the student's -B3 .understanding of the scientific material
Teaching and learning methods
The lecture method is by explaining and clarifying and encouraging students to diagnose and interpret some cases Method of discussion- . deductive) method

-How to solve problems.

Evaluation methods

Evaluation is done through periodic and final tests, in addition to assigning some what they are assigned with and discussing assignments **And** students **And attendance and participation** .
- Formative or formative evaluation (daily exams ، homework, class discussion assignments and their follow-up, classroom evaluation).
- Diagnostic evaluation (semester and final exams to issue judgments of success and failure)

C- Emotional and value goals.
C1- Observation and perception
C2- Analysis **and communication**
C1- Raising the student to analyze and use behavior modification methods
C2- Observing the student's understanding and awareness of the importance of the behavior modification subject
C3- Realizing the ability to apply behavior modification strategies

Teaching and learning methods

do not depend on traditional teaching methods, because they are valuable goals that cannot be taught like cognitive goals. Therefore, the following is adopted:
1-The student sets a good example among those around him.
2- Forming a general category of good values.
3-Providing psychological motivation to achieve emotional goals.

Evaluation methods

Emotional goals are not evaluated through traditional tests. Rather, reliance is placed on observing the student's behavior, interviewing them, discussing them, and following up on their relationship with the educational environment, which provides a cumulative record of their representation of the emotional and value goals.

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

D1- Scientific dialogue and discussion skills.

D2- Skills in modern technologies in communications, documentation, and communication with scientific institutions and centers.

D3- Teamwork ، cooperation and discussion skills among students، especially in scientific research.

D4- Skills to solve a behavioral problem and study using educational and psychological programs and methods.

D5_Skills in choosing measurement methods and appropriate strategies for behavior modification

Teaching and learning methods

Inductive (deductive) method.
Method of solving problems.
He repeated training courses and seminars to provide female students with the ability to communicate with society, the ability to have fruitful dialogue, and to solve educational problems using scientific methods.
Classroom interaction and exchange of opinions between the student and the teacher to raise learning difficulties and discuss their solutions.

Evaluation methods

.Oral and written tests, individual and group, theoretical and practical

Direct observation of the student's performance in the areas of dialogue, intellectual and scientific communication, and team work within the classroom and the college and university environment.

eir ability to think, deduce, Assigning students to prepare scientific research to test th and solve problems.

Mr. Dr . Awan Kazem Aziz

31. Program structure

Credit hours		Name of the course or course	Course or course code	Educational level
practical	theoretical			
	2	Behavior Modification		Fourth
	8	Graduation research (4 students) morning		

32. Planning for personal development
- Scientific communication through seminars, conferences, and joint work with competent cadres in similar specializations.
- Accessing scientific studies in similar departments, to develop the ability to research and solve scientific problems.
- Engaging in acquiring modern scientific expertise and skills in the field of modern technical communication.

33. Admission standard (establishing regulations related to admission to the college or institute)
Admission to the college follows the central distribution system followed by the Ministry of Higher Education and Scientific Research, according to the admission form to Iraqi universities and institutes, and by balancing the student's desire and the total he obtained.
As for admission to the Department of Educational and Psychological Sciences, it is subject to the desire of the students.

34. The most important sources of information about the program
- Link to the program on the Internet, and its applications in similar universities.
- Training courses held by university quality and performance departments on the program in various institutes and colleges in Iraq.

Description of the academic program

The fourth stage

Teaching thinking material

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

For the humanities

Ministry of Higher Education and Scientific Research / Tikrit University	35. Educational institution
College of Education for Humanities/Department of Educational and Psychological Sciences	36. Scientific department/center
Teaching thinking	37. Name of the academic or professional program
Bachelor's degree in Educational and Psychological Sciences	38. Name of the final certificate
annual	39. :stemAcademic sy Annual/courses/others
	90. Accredited accreditation program
	91. Other external influences
4 202 – 3 202	92. Date the description was prepared
93. Objectives of the academic program	
Providing the Ministry of Education with specialized personnel to work as -1 . educational guides	

Enabling students to become familiar with the subject of teaching thinking 2-
students' awareness of the concepts of teaching thinking Enhancing 3-
Raising students' awareness in teaching thinking 4-
Providing the graduate with skills and methods in teaching thinking 5-

4. Required program outcomes and teaching, learning and evaluation methods
- Cognitive goals That the student is able to learn about teaching thinking A1-   That the student be able to understand the concepts of teaching thinking A2-   That the student is familiar with all methods of teaching thinking A3-   .ching applicationsThat the student be able to apply thinking tea A4-   .The student should be familiar with models of teaching thinking A5-   To teach the student modern skills and technology in teaching thinking A6-
The program's skill objectives B-   That the student be able to become familiar with the subject of cognitive B1- .psychology and measurement and evaluation of the scientific subject   The student should be able to choose the appropriate methods in presenting the B2 - .scientific material   student should be able to solve problems related to the student's The B3 - .understanding of the scientific material
Teaching and learning methods
.(The standard method (punitive-   Method of discussion-   . deductive) method   .How to solve problems-
Evaluation methods

Formative or formative evaluation (daily exams , class discussion, homework - .(up, classroom evaluation-assignments and their follow
Diagnostic evaluation (semester and final exams to issue judgments of success and - (failure

.Emotional and value goals -C
Raising the student to use methods of teaching thinking -C1
Identify the principles of teaching thinking -C2
Developing the ability to apply the role of teaching thinking -C3
Working to improve the teaching of the subject of teaching thinking and -C4 making students aware of its importance

Teaching and learning methods
on traditional teaching methods, because they are valuable goals that do not depend :cannot be taught like cognitive goals. Therefore, the following is adopted
.The student sets a good example among those around him-1
.Forming a general category of good values -2
.iding psychological motivation to achieve emotional goalsProv-3

Evaluation methods
Emotional goals are not evaluated through traditional tests. Rather, reliance is placed on observing the student's behavior, interviewing them, discussing them, and following up on their relationship with the educational environment, which provides .ative record of their representation of the emotional and value goalsa cumul

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

.Scientific dialogue and discussion skills -D1

Skills in modern technologies in communications, documentation, and -D2
.communication with scientific institutions and centers

.Teamwork skills, especially in scientific research -D3

cal Skills for solving educational problems using educational and psychologi -D4
.programs and methods

Teaching and learning methods

.Inductive (deductive) method
.Method of solving problems
He repeated training courses and seminars to provide female students with the
have fruitful dialogue, and to ability to communicate with society, the ability to
.solve educational problems using scientific methods
Classroom interaction and exchange of opinions between the student and the teacher
.to raise learning difficulties and discuss their solutions

Evaluation methods

.Oral and written tests, individual and group, theoretical and practical
Direct observation of the student's performance in the areas of dialogue, intellectual
and scientific communication, and team work within the classroom and the college
.and university environment
eir ability to think, deduce, Assigning students to prepare scientific research to test th
.and solve problems

95. Program structure

Credit hours		Name of the course or course	Course or course code	Educational level
practical	theoretical			
	2	Teaching thinking		Fourth

96. Planning for personal development

- Scientific communication through seminars, conferences, and joint work with competent cadres in similar specializations.

- Accessing international studies in similar departments, to develop the ability to research and solve scientific problems.

- Engaging in acquiring modern scientific expertise and skills in the field of modern technical communication.

97. Admission standard (establishing regulations related to admission to the college (or institute)

Admission to the college follows the central distribution system followed by the Ministry of Higher Education and Scientific

according to the admission form to Iraqi universities ،Research and institutes, and by balancing the student's desire with the total he obtained.

As for admission to the Department of Educational and Psychological Sciences, it is subject to the desire of the students.

98. The most important sources of information about the program

- Link to the program on the Internet, and its applications in similar universities.

- Training courses held by university quality and performance departments on the program in various institutes and colleges in Iraq.

Course description template n

The fourth stage

Measurement and evaluation material

Course description

measurement and This course aims to introduce students to the science of
its importance and its role in facilitating the researcher's work in dealing ‹evaluation
measurement starting with ‹psychological and educational tests and standards with
Its measurement The . levels methods and their types and evaluation, its types and
nd tests, with the aim of providing the student with a range of significance a
 .and evaluation experiences in the field of measurement

College of Education for Human Sciences	7. Educational institution
Department of Educational and Psychological Sciences	8. department Scientific center/
Measurement and evaluation	9. Course name/code
	0. Available attendance forms
4 202 – 3 202	1. Semester/year
hours 80	2. Number of study hours (total)
	3. Date this description was prepared
4. Course objectives	
9- The student should know the science of measurement and evaluation and its .functions	
0- .The student should know how to describe the phenomena under study	

1-	.The student must apply statistical methods in his field of specialization
2-	he methods of collecting data, its sources, the method The student should know t .of collecting it, and the types of samples
3-	.To know the levels of measurement
4-	.That the student knows measurement and the meaning of evaluation
5-	.The student should know the tests and their types
6-	properties of tests and statistical The student will know how to extract .standards
7-	. .of evaluation and their characteristics the types The student should know

B. outcomes and teaching, learning and evaluation methods Course

Cognitive objectives -A

A1- That the student knows the basic concepts and terminology in measurement and .evaluation

A2- .The student should describe the data using statistical measures

A3- .The student should know the relationships between phenomena through data

A4- .The student applies statistical measures in new situations

A5- .The student should distinguish between tests and their types

A6- The student should know the basics of probability theory in order to pass on to inferential measurement through it from descriptive measurement and evaluati .and evaluation

B - The skills objectives of the course.

B1 - student applies the statistical approach to data on the social and economic .phenomena that he needs to study

B2 - The student should distinguish between types of statistical data and appropriate .statistical analysis

B3 - .The student should know the methods of selecting samples

B4- .The student should know how to generalize the results after statistical analysis

Teaching and learning methods

.Theoretical lectures   - Exercise solutions
Evaluation methods
3-　　　.Attend and participate   4-　　　.Periodic tests   5-　　　.Outdoor activities
Emotional and value goals -C   .That the student shows interest in measurement and evaluation -C1   That the student expresses a desire to help fellow weak students in -C2   .measurement and evaluation   That the student appreciates the role of measurement and evaluation in raising -C3   .the scientific level and solving many problems   s the impact of measurement and evaluation on his That the student evaluate -C4   .specialty
Teaching and learning methods   .Participation in seminars and workshops related to measurement and evaluation   .Participating in explanatory lessons for students in measurement and evaluation   .Providing lectures about measurement and evaluation scientists
Evaluation methods   .Attend and participate   .Periodic tests   .Outdoor activities
transferable skills (other skills related to employability qualifying General and -D   .(and personal development   .Attending lectures on time -D1   .Performing the required duties on the specified date -D2   .Performing tests on the specified date -D3   .Commitment to the rules of dialogue and discussion -D4
9.　　**Course structure**

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Attend and participate	a lecture	Defining the concept of -measuring -testing) -evaluating -evaluating the relationship between (them		2	1
Attend and participate	a lecture	- their concept -Variables types		2	2
Attend and participate	a lecture	Measurement levels		2	3
Attend and participate	a lecture	educational Types of evaluation		2	4
Attend and participate	a lecture	- their importance - goals specifications for -levels . writing a good goal		2	5
Attend and participate	a lecture	The - Achievement tests its - Objectivity pan its -advantages disadvantages		2	6
Attend and participate	a lecture	Steps to build the test		2	7
Attend and participate	a lecture	Define content		2	8
Attend and participate	a lecture	goals Formulating		2	9
Attend and participate	a lecture	Build a specifications table		2	10
Attend and participate	a lecture	the test in Prepare preliminary format		2	11

a test	a test	First semester exam		2	12
Electronically	a lecture	Verifying virtual honesty For testing		2	13
Electronically	a lecture	test instructions Prepare		2	14
Electronically	a lecture	Exploratory experiment		2	15
Electronically	a lecture	analysis of test Statistical items		2	16
Electronically	a lecture	its - Validity of the test factors affecting it - types		2	17
Electronically	a lecture	methods -Test reliability e for calculating		2	18
Electronically	a lecture	properties of Statistical the test		2	19
Electronically	a lecture	Extract difficult and easy paragraphs		2	20
Electronically	a lecture	Paragraph highlight extraction		2	21
Electronically	a lecture	Construct a table of specifications		2	22
Electronically	a lecture	Objectives of the specifications table		2	23
Electronically	a lecture	Conditions that must be followed when setting school tests		2	24
Electronically	a lecture	calendar Types of		2	25
a test	a test	Second semester exam		2	26

).Course development plan

l.Infrastructure	
Evaluation measurement in the educational process	Required prescribed books -1
Mustafa / **Measurement and evaluation** Hussein Abdel Anwar ‹Imam-Mahmoud Al Ajili-Rahman, Sabah Hussein Al	(Main references (sources -2
	Recommended books and -A scientific journals,) references (...‹reports
	Electronic references, -B ...Internet sites

Course description form

The fourth stage

Philosophy of Education : Course Description

cription provides a necessary summary of the most important characteristics of the course, the course outcomes es expected of the student to achieve, demonstrating whether he has benefited from the available learning the program description . opportunities	
for Human Sciences . University	Educational institution
chological sciences	scientific department
tion	code / name
	Available attendance forms
	year / Semester
	(total) Number of study hours
school year	The date this description was prepared
udent's understanding of the educational and philosophical reality to realize the educational process at its utmost necessity, and to eories on various peoples, ancient and modern	Course objectives
educational process from a philosophical point of ght on it, showing the importance of the role of	General objectives

utio... ns, and helping students to train and feel the
...es is also a sc importance of the educational process. It
...mpact of philosophical systems on the educational reality
...philosophical processes on the individual's personality
...portant goals is to determine the social . and upbringing
...ls of community education and apply n educationreality i
...philosophical concepts in the educational field
...een the educational system based on social interaction
...g when and other social systems, and the study of the indiv
...ther human being in educational institutions and in the
...dealings of humanity and his interaction with the systems
...iety

d teaching, learning and evaluation methods -10

...sess the knowledge and information that helps achieve adaptation and compatibility, as well as -A1
...ical adaptation to solve life and daily

... should know the meaning of philosophy, its goals and -A2

...e basic principles of philosophy and enabling the student to apply them in -A3

...d the main ideas put forward by The student gets to know the historical, philosophical and educational -A4
...rs

...nt with sufficient information and knowledge to enable him to analyze and evaluate it -5- A

...hieve academic The student should know the meaning of intellectual development -A6

... the course
...ping the student's skills towards increasing research skills and academic -B1

...ping the student's skill towards increasing the effectiveness of academic -B2

...ing dealing with others s' Developing the student --B3

...ent's skill towards increasing understanding of the foundations and principles of the philosophy of --B4

	Teaching and learning methods
on, and some · The student's book, and the most important means available are the blackboard, colored pencils	

he test with papers and activities presented by the student

al and value - C

t understands the areas of philosophy of education -1 C

ntifies the areas of philosophy of education -2 C

lains the areas of philosophy of education -3 C

npares the fields of philosophy of education -4 C

luates the areas of philosophy of education-C5

g methods

, presenting ideas and asking questions

s activities

to employability and personal development) Transferable general and qualifying skills -10

alyze the sections of philosophical and educational studies -1 D

Evaluation method	Teaching method	Name of the unit or topic	Required learning outcomes	hours	the week
Oral and written test	Dialogue and discussion	Philosophy of education	The individual accepts the new environment and the relationship between philosophy and education	2	1
Oral and written test	Dialogue and discussion	theory of knowledge	The individual has the ability to know where we gain knowledge from	2	2
Oral and written test	Dialogue and discussion	Logic	Finding a harmonious relationship between thought and reality	2	3
Oral and written test	Dialogue and discussion	Moral	It means uniformity and consistency in thought, action and behavioral discipline	2	4
Oral and written test	Dialogue and discussion	Philosophical schools	It means distinguishing ideas between peoples	2	5
Oral and written test	Dialogue and discussion	the culture	The practices we carry out during our lives, whether short or long	2	6

education	Required prescribed books
Baghdad-Miqdad Al' Philosophy of Education House, Amman Ibrahim Nasser, Philosophy of Education 0 D	(sources) Main references
ad Farhan Globe, Philosophy of Education, Cairo	) Recommended books and references (... ، reports ، scientific journals
airo-Sayyed, Studies in Education and Society, Al-Al Mahmoud .Dr	... Internet sites ، Electronic references

ment plan -13

Course description form

The fourth stage

Educational administration subject

Course description

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

Ministry of Higher Education and Scientific Research	5. Educational institution
Department of Educational and Psychological Sciences / College of Education for Humanities	6. department Scientific center/
EDM247	7. Course name/code
Is mandatory	8. Available attendance forms
4 202 – 3 202	9. Semester/year
64	10. Number of study hours (total)
4 202 – 3 202	11. Date this description was prepared

12. Course objectives

with information and basic principles of Provides the student Provides that management
That the student understands the meaning of management
The student gets to know the concept of classroom management in terms of its nature and function in learning
For the student to become familiar with modern trends in management and supervision
f educational That the student understands the concept of goals and types o

supervision
The student gets to know the school's relationship with society and means of communication
That the student understands the characteristics and characteristics of the educational supervisor and their choice
The student will be familiar with the basic concepts and principles related to the types of educational supervision
To familiarize the student with management theories

2.outcomes and teaching, learning and evaluation methods Course
Cognitive objectives -A
That the student knows educational administration -A1
That the student knows the importance of educational administration and its -A2 elements
The student should know the objectives and characteristics of management -A3
t should know the theories and trends of management and The studen -A4 supervision
.course of the objectives skills The - B
The student must have the skill of preparing written correspondence - B1
The student must have the skills to plan and prepare for activities - B2
- B3
-B4
Teaching and learning methods
Lecture, discussion and dialogue

Evaluation methods
Various achievement tests/activities

C- Emotional and value goals
C1- Creating students' motivation towards the subject by linking goals to students' needs
C3- Helping students acquire attitudes and values related to administrative work ethics
C4-

Teaching and learning methods
Discussion, lecture and questioning

Evaluation methods
Various achievement tests

D- General and qualifying transferable skills (other skills related to employability and personal development).
D1- Skills to take into account individual differences
D2- Skills for developing and investing in students' motivation
D3- Classroom management skills

Time management skills -D4

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Achievement tests	Lecture and discussion	Administration and its historical development	Educational and psychological sciences	2	the first
=	=	Its concept and definition	=	2	the second
=	=	Its characteristics and elements	=	2	the third
=	=	Its levels and factors	=	2	the fourth
=	=	Prevailing trends in management	=	2	Fifth
=	=	Centralized decentralized democracy	=	2	VI
=	=	Management styles	=	2	Seventh
=	=	Autocratic democracy Diplomatic correspondence	=	2	VIII
First semester exam 1	=	The school administration	=	2	Ninth
=	=	Its goals and its patterns	=	2	The tenth
=	=	Her relationships,	=	2	eleventh

3.Course structure

		her tasks			
=	=	Its qualities	=	2	twelveth
=	=	School and classroom management	=	2	Thirteen th
=	=	Its role in the educational process	=	2	fourteen th
=	=	School and community	=	2	Fifteent h
First semester 2/ exam	=	Means of communication	=	2	sixteen
=	=	The school's relationship with society	=	2	seventee nth
=	=	Parents councils	=	2	eighteen
=	=	Educational Supervision	=	2	nineteen th
=	=	Meaning evolution	=	2	The twentiet h
=	=	The importance is its philosophy	=	2	twenty one
=	=	Its goals, tasks and types	=	2	twenty tow
=	=	Modern trends in educational supervision	=	2	twenty third
=	=	Establish it	=	2	twenty fourth

=	=	His methods	=	2	th25
=	=	Selection of educational supervisors	=	2	-twenty sixth
=	=	Supervisor training	=	2	th27
=	=	The reality of educational supervision in Iraq	=	2	-Twenty eighth
=	=	Evaluation of educational supervision	=	2	XXIX
=	=		=	2	thirty

4.Infrastructure

Educational administration and supervision	Required prescribed books -1
Management and supervision / management theories	(sources) Main references -2
College of Education Journal for Human Sciences	Recommended books and scientific journals,) references (...‹reports
Various communication sites related to specialization	Electronic references, -B ...Internet sites

5.Course development plan

Developing the academic material according to the annual plan to update the approved academic programs in the college

Description of the academic program

The fourth stage

Education economics subject

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

Tikrit University / College of Education for Human Sciences	99. Educational institution
Educational and psychological sciences	00. Scientific department/center
Economics of education	01. Name of the academic or professional program
chelor's degree in Educational and Psychological ciences	02. Name of the final certificate
annual	03. :Academic system Annual/courses/others
Educational programme	04. Accredited accreditation program
	05. Other external influences
4 202 – 3 202	06. Date the description was prepared

07. Objectives of the academic program
Providing the Ministry of Education with staff specialized in teaching English in secondary schools.
Providing graduates with the skills to teach the various linguistic sciences they learned to secondary school students later, using teaching methods that suit them and providing them with modern means of clarification and scientific communication skills.

a-   Cognitive goals
.To familiarize students with modern teaching methods
.For students to learn modern technical skills in language study and school curricula

The program's skill objectives -B
the appropriate teaching method for each Students should be able to choose .scientific subject so that it is presented in an interesting way
That students are able to solve problems related to students' understanding of dern teaching scientific material by using theories of educational psychology and mo .methods, which facilitates the study and teaching of the language

Teaching and learning methods
learning-The inductive (deductive) method through e-
.How to solve problems-

Evaluation methods
‹electronic class discussion ، Formative or formative assessment (daily exams - $\sqrt{}$.(up, evaluation-homework and its follow
Diagnostic evaluation (semester and final exams to issue judgments of success and - (failure

.Emotional and value goals -C
ng to advance the teaching of different methods and awaken students' Worki awareness of the importance of learning the curriculum, dialogue, and developing .awareness

Teaching and learning methods
based goals that -on traditional teaching methods, because they are value do not rely cannot be taught like cognitive goals. Therefore, providing psychological .motivation to achieve emotional goals is relied upon

Evaluation methods

Emotional goals are not evaluated through traditional tests. Rather, reliance is placed on observing the student's behavior, interviewing her, discussing her, and following up on her relationship with the educational environment, which provides a cumulativ e record of her representation of the emotional and value goals.

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

Skills to solve educational problems using educational and psychological programs - and methods.

Teaching and learning methods

	.Inductive (deductive) method
Classroom interaction and exchange of opinions between the student and the teacher .to raise learning difficulties and discuss their solutions

Evaluation methods
.Electronic tests, individual and group

08.   Program structure

Credit hours		Name of the course or course	Course or course code	Educational level
practical	theoretical			
2	2	Economics of education		Fourth

09. Planning for personal development
Scientific communication in acquiring modern scientific expertise - .and skills in the field of modern technical communication
10. Admission standard (establishing regulations related to admission to the college (or institute
Admission to the college follows the central distribution system followed by the Ministry of Higher Education and Scientific Research, according to the admission form to Iraqi universities and l he institutes, and by balancing the student's desire with the tota .obtained
11. The most important sources of information about the program
Link to the program on the Internet, and its applications in similar - .universities Training courses held by university quality and performance - departments on the program in various institutes and colleges in .Iraq

Description of the academic program

The fourth stage

Mental health subject

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

For the humanities

Ministry of Higher Education and Scientific Research / Tikrit University	212. Educational institution

College of Education for Humanities/Department of Educational and Psychological Sciences	213. Scientific department/center
Psychological health	214. Name of the academic or professional program
Bachelor's degree in Educational and Psychological Sciences	215. Name of the final certificate
annual	216. :Academic system Annual/courses/others
	217. Accredited accreditation program
	218. Other external influences
4 202 – 3 202	219. Date the description was prepared

220. Objectives of the academic program
Providing the Ministry of Education with specialized personnel to work as -1 . educational guides
Enabling students to become familiar with behavior modification -2
Promoting the concept of behavior modification, and some basic terms −3 ciated with itand concepts asso
Understanding the theoretical foundations on which behavior modification −4 is based
Providing the graduate with skills and methods in behavior modification -5

221.Required program outcomes and teaching, learning and evaluation methods

ض-   Cognitive goals
A1- Knowledge of the basic principles of behavior modification.
A2 - The student should be familiar with strategies for modifying and shaping behavior.
A3_Learn about different behavior modification methods
A4_Learn about the research methodology in behavior modification.

B- The program's skill objectives
B1- That the student is able to familiarize himself with the steps for modifying the behavioral treatment plan.
B2- That the student be able to build and design a behavioral treatment plan.
B3- The student should be able to solve problems related to the student's understanding of the scientific material.

Teaching and learning methods

The lecture method is by explaining and clarifying and encouraging students to diagnose and interpret some cases
-Method of discussion
deductive) method .
-How to solve problems.

Evaluation methods

Evaluation is done through periodic and final tests, in addition to assigning some students what they are assigned with and discussing assignments **And** **attendance and participation** .
- Formative or formative assessment (daily work exams , class discussion, home assignments and their follow-up, classroom assessment).
- Diagnostic evaluation (semester and final exams to issue judgments of success and failure)

.Emotional and value goals -C

Observation and perception -C1

and communication Analysis -C2

Raising the student to analyze and use behavior modification methods -C1

Observing the student's understanding and awareness of the importance of -C2
the behavior modification subject

Realizing the ability to apply behavior modification strategies -C3

Teaching and learning methods
do not depend on traditional teaching methods, because they are valuable goals that cannot be taught like cognitive goals. Therefore, the following is adopted: .The student sets a good example among those around him-1   .ing a general category of good valuesForm -2   .Providing psychological motivation to achieve emotional goals-3

Evaluation methods
Emotional goals are not evaluated through traditional tests. Rather, reliance is placed on observing the student's behavior, interviewing them, discussing them, and following up on their relationship with the educational environment, which provides a cumulative record of their representation of the emotional and value goals.

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

D1- Scientific dialogue and discussion skills.

D2- Skills in modern technologies in communications, documentation, and communication with scientific institutions and centers.

D3- Teamwork, cooperation and discussion skills among students, especially in scientific research.

D4- Skills to solve a behavioral problem and study using educational and psychological programs and methods.

D5_Skills in choosing measurement methods and appropriate strategies for behavior modification

Teaching and learning methods

- Inductive (deductive) method.
- Method of solving problems.
- He repeated training courses and seminars to provide female students with the ability to communicate with society, the ability to have fruitful dialogue, and to solve educational problems using scientific methods.
- Classroom interaction and exchange of opinions between the student and the teacher to raise learning difficulties and discuss their solutions.

Evaluation methods

- Oral and written tests, individual and group, theoretical and practical.
- Direct observation of the student's performance in the areas of dialogue, intellectual and scientific communication, and team work within the classroom and the college and university environment.
Assigning students to prepare scientific research to test their ability to think, deduce, and solve problems.

Mr. Dr . Adeeb Muhammad Nader

222. Program structure

Credit hours		Name of the course or course	Course or course code	Educational level
practical	theoretical			
	2	Psychological health		Fourth

223. Planning for personal development

Scientific communication through seminars, conferences, and - joint work with competent cadres in similar specializations.

Accessing scientific studies in similar departments, to develop the - scientific problems ability to research and solve .

Engaging in acquiring modern scientific expertise and skills in the - field of modern technical communication.

224.stablishing regulations related to admission to the college Admission standard (e (or institute

Admission to the college follows the central distribution system followed by the Ministry of Higher Education and Scientific

rsities and Research, according to the admission form to Iraqi unive institutes, and by balancing the student's desire and the total he obtained.

As for admission to the Department of Educational and Psychological Sciences, it is subject to the desire of the students.

225. The most important sources of information about the program

Link to the program on the Internet, and its applications in similar universities.

Training courses held by university quality and performance - departments on the program in various institutes and colleges in Iraq.

template Develop a course description

The fourth stage

Practical education, observation and application

Course description

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

Ministry of Higher Education and Scientific Research	73. Educational institution

Department of Educational and Psychological Sciences / College of Education for Humanities	74. department Scientific center/
Practical education, observation and application	75. Course name/code
	76. Available attendance forms
4 202 – 3 202	77. Semester/year
45	78. Number of study hours (total)
4 202 – 3 202	79. Date this description was prepared

80.   Course objectives
provides information and basic principles of the The student Provides that subject
That the student understands the meaning of research and reasoning
For the student to become familiar with the concept of research and reasoning in terms of their nature and use in learning
For the student to become familiar with modern trends in employing this subject during the study period
The student understands the concept of plagiarism
For the student to recognize the relationship of borrowing in the educational process
That the student understands the importance of avoiding distraction
rinciples of the subject's The student gets to know the basic concepts and p vocabulary
The student should know every word during the course
The student should understand the meaning of plagiarism, quotation, and plagiarism

46.outcomes and teaching, learning and evaluation methods Course

Cognitive objectives -A	
That the student recognizes the importance of reasoning in scientific -A1 research	
To know plagiarism and ways to avoid it -A2	
The student should know the purpose of elicitation -A3	
The student should know the types of plagiarism -A4	

.course of the objectives skills The - B

The student must have the skill of preparing written correspondence - B1

The student must have the skills to plan and prepare for activities - B2

To use what he has learned - B3

To be able to implement effective teaching skills -B4

Teaching and learning methods

Lecture, discussion, and dialogue solve problems

Communicative, technical, generative and social educational approaches

Evaluation methods

Various achievement tests/activities

Emotional and value goals -C

Creating students' motivation towards the subject by linking goals to -C1 students' needs

Helping students acquire attitudes and values related to the ethics of -C3

professional teaching work C4-
Teaching and learning methods
Discussion, lecture, and questioning are all methods and strategies according to educational situations
Evaluation methods
Various achievement tests
D- General and qualifying transferable skills (other skills related to employability and personal development). D1- Skills to take into account individual differences D2- Skills for developing and investing in students' motivation D3- Teaching planning skills D4- Time management skills and teaching implementation D5- How to write a daily plan

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
47.Course structure					
Objective tests	Exploration and discussion	Curriculum	Education educational and) psychological (sciences	4	the first
=	=	The old curriculum	=	4	the second
=	=	The old curriculum	=	4	the third
=	=	Objectives	=	4	the fourth
=	=	General goals	=	4	Fifth
=	=	Own goals	=	4	VI
=	=	Behavioral goals	=	4	Seventh
=	=	Teaching aids			VIII
=	=	Developing students' capabilities			Ninth
=	=	Developing classroom management skills			The tenth
=	=	Developing questioning skills			eleventh
=	=	Preparing the plan			twelveth
=	=	Developing			Thirteenth

		students' skills			
=	=	Developing speaking ability			fourteenth
=	=	A field visit			Fifteenth
=	=	A field visit			sixteen
=	=	Number of students			seventeenth
=	=	Evaluating students' performance			eighteen
=	=	Calendar of plans			nineteenth
=	=	Practical program evaluation			The twentieth

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
		48.Course structure			
Achievement tests	Lecture and discussion	Search and extract	Educational and psychological sciences	3	the first
=	=	Scientific research and its technical aspects	=	3	the second
=	=	Ethics of scientific research and the scientific researcher	=	3	the third
=	=	Intellectual property and author description	=	3	the fourth
=	=	Citation and citation	=	3	Fifth
=	=	Counterfeiting	=	3	VI
=	=	Academic plagiarism and plagiarism	=	3	Seventh
=	=	Ways to avoid plagiarism	=	3	VIII
	=	Strategies to avoid plagiarism	=	3	Ninth
=	=	Methods for detecting plagiarism	=	3	The tenth
=	=	Documentation and citation	=	3	eleventh
=	=	Forms of academic	=	3	twelveth

		plagiarism			
=	=	Challenges of using plagiarism detection systems	=	3	Thirteenth
=	=	Causes of scientific theft	=	3	fourteenth
=	=	Penalties resulting from scientific theft	=	3	Fifteenth

___ 49.Infrastructure

nothing	Required prescribed books -1
a growing problem -Scientific theft	(Main references (sources -2
College of Education Journal for Human Sciences	Recommended books and scientific journals,) references (...‹reports
Various communication sites related to specialization	Electronic references, -B ...Internet sites

50.Course development plan

Developing the academic material according to the annual plan to update the approved academic programs in the college