

Academic Program Description Form



University Name: Tikrit University

College: College of Education for Women

Department: Department of Educational and Psychological Sciences

Academic Program Name: Master of Educational Psychology

Degree Name: Master of Educational and Psychological Sciences/Educational Psychology

Academic System: Annual/Course-based

Date of Description Preparation: 1/10/2025

Date of File Completion: 16/11/2025

Signature:

Head of Department:

Dr. Mohammed Hussein Ali

Date: 16/11/2025



Signature:

Name of research associate

Ashraf Jamal Mahmoud

Date: 16/11

File Reviewed by:

Shahad Khalid Hameed

Quality Assurance and University Performance Division

Name of Director of Quality Assurance and University Performance Division:

Date;

Signature;

16/11/2025



Approval of the Dean
الاستاذ الدكتور

نجلاء عبد الرحمن علي
عميد كلية التربية للبنات

1. Program Vision

Preparing academic and professional cadres specialized in educational and psychological sciences, capable of employing knowledge and scientific research in developing the educational process and promoting mental health, in line with the requirements of society and the labor market.

2. Program Mission

The mission of the academic program is to contribute effectively to meeting the needs of students, and to disseminate educational and psychological knowledge at the theoretical and field level in accordance with the approved standards and the requirements of official educational institutions, with full awareness of students' problems and professional ethics through the contribution of faculty members in enriching educational and psychological sciences by teaching in a way that keeps pace with scientific developments in the field of educational and psychological sciences.

3. Program Objectives

- 1: Developing scientific knowledge in the fields of educational and psychological sciences according to modern trends.
- 2: Developing scientific research skills and preparing educational and psychological studies and research.
- 3: Preparing specialized cadres capable of dealing with educational and psychological problems and issues efficiently.
- 4: Developing critical thinking and scientific analysis skills and employing them in the development of the educational process.
- 5: Serving the community by providing educational and psychological solutions and practices that contribute to improving the quality of education and life

4. Program Accreditation				
Is the program programmed ?				
5. Other external influences				
There are no sponsors of the academic program outside of the Ministry of Higher Education and Scientific Research.				
6. Program Structure				
Notes	Percentage	Study Unit	Number of Courses	Program Structure
None				Enterprise Requirements
None				College Requirements
		28	13	Department Requirements
None				Summer Training
				Other

* Notes may include whether the course is basic or elective.

7 . Program Description				
Credit Hours		Course or course name	Course or course code	Stage of study
practical	theoretical			
	2	Developmental Psychology		First Course Master 2025/2026
	2	Personality Psychology		

	2	Educational Psychology		
	2	Positive Psychology		
	2	Teaching Thinking		
	2	Research Methodology		
	2	English Texts		
	2	School Psychology		Second Course Master 2025/2026
	2	& Measurement Evaluation		
	2	Learning Theories		
	2	Educational Statistics		
	2	Cognitive Psychology		
	2	Stealth		
	2	Seminar		

8. Expected Learning Outcomes of the Program

Knowledge

Learning Outcomes Statement1: Enabling female students in educational and psychological sciences to achieve knowledge in the theoretical aspects of the opinions of scientists and theorists in the psychological aspect. As well as reviewing clinical trials in treatment.	1- Enabling the student to acquire knowledge in the basic subjects of theoretical sciences. 2- Enabling students to obtain knowledge in the specialization and psychological aspects. 3- Enabling students to excel and be able to interpret or rephrase the information obtained by the student at the cognitive level. 4- Enabling students to write and conduct scientific research.
Skills	
Learning Outcomes Statement2: This axis helps to provide students with the necessary skills to deal with mental disorders and how to diagnose and treat them as well.	1 – Students acquire basic and supporting theoretical sciences in the sciences of education and psychology 2 – Gaining the ability to manage psychotherapy sessions 3 – Acquire the ability to teach the course of psychology and educational sciences 4 – Students acquire the skill of writing and conducting scientific research.
Values	
Learning Outcomes Statement3:	1- The theoretical materials simulate the students' sense of familiarity with the

Helping students to raise morale and pride in the value and emotional aspect through the study materials provided to students and enhancing them through scientific debates and all experiences that lead to the development of the value aspect of female students.	cognitive aspects and how to apply them in practice. 2- Raising the emotional values of the study materials through scientific application. 3- Raising the efficiency of students and their teaching abilities in psychological education lessons during the application 4- Raising the emotional aspects of students by holding competitions and psychological debates and a sense of responsibility towards others.
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9. Teaching and Learning Strategies

The strategies and methods of teaching and learning adopted in the implementation of the program in general. (Lecture and Discussion)

10. Evaluation Methods :

Daily exams

Monthly exams

Annual Exams

Extra-curricular Activities

11. Faculty

Faculty Members :

Preparing the teaching staff		Requirements	Specialization		Academic Rank
Lecturer	Angel		Special	General	

	yes		Personality Psychology	Educational and Psychological Sciences	Professor
	yes		Educational Psychology	Educational and Psychological Sciences	Professor
	yes		Educational Psychology	Educational and Psychological Sciences	Professor
	yes		Educational Psychology	Educational and Psychological Sciences	Professor
	yes		Educational Psychology	Educational and Psychological Sciences	Professor
	yes		Educational Psychology	Educational and Psychological Sciences	Assistant Professor
	yes		Psychological Counseling and	Educational and	Assistant Professor

			Educational Guidance	Psychological Sciences	
	yes		Psychological Counseling and Educational Guidance	Educational and Psychological Sciences	Assistant Professor

Professional Development

Mentoring new faculty members

- ❖ Learn about the possibilities and capabilities of teachers during their first year of work at the university.
- ❖ Organizing evening educational seminars.
- ❖ Encouraging professors to attend seminars, seminars, and conferences on the foundations of learning and teaching.

Faculty Professional Development

- ❖ Practical training on teaching methods and teaching strategies, which is jointly directed by one of the professors of education and psychology, and is used in the mini-teaching system so that a kind of reinforcement can be provided.
- ❖ Conducting periodic tests for faculty members to determine their level of teaching and scientific competence, and enrolling those who appear to have weakness in one or more fields in qualifying courses prepared by the university or college.
- ❖ Encouraging innovation and continuing education, serving teachers and students and providing them with the necessary sources of knowledge.

- ❖ Training faculty members in the use of devices and the use of technologies and encouraging them to produce educational materials and develop educational programs.

12. Admission criteria (setting regulations related to enrollment in the college or institute, whether central or remarkable)

- Adopting the method of ministerial admission in coordination with the Ministry of Higher Education and Scientific Research.

13. The most important sources of information about the program

- ❖ Methodological Books.
- ❖ Electronic Lectures.
- ❖ Workshops.
- ❖ Conferences.
- ❖ Educational and psychological science websites on websites.

14. Program Development Plan

- ❖ Employing technological innovations in education.
- ❖ Developing the fields of educational and psychological knowledge and keeping pace with the skills of the twenty-first century.
- ❖ Addressing difficulties and obstacles.
- ❖ Adding the practical aspect of writing a graduation paper.

Program Skills Outline

Learning Outcomes Required from the Program

Values				Skills				Knowledge				Basic or optional	Course Name	Course Code	Year/Level
C4	C3	C2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Developmental		Masters

														Psycholog y		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basi c	Personalit y Psycholog y		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basi c	Education al Psycholog y		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basi c	Positive Psycholog y		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basi c	Teaching Thinking		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basi c	Research Methodol ogy		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basi c	English Texts		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basi c	School Psycholog y		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basi c	Measure ment & Evaluatio n		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basi c	Learning Theories		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basi c	Education al Statistics		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basi c	Cognitive Psycholog y		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basi c	Stealth		
*	*	*	*	*	*	*	*	*	*	*	*	*	Basi c	Seminar		

*Please indicate the boxes corresponding to the individual learning outcomes from the program under assessment

Course Description Form

1. Course Name
Educational Psychology
2. Course Code
Masters
Semester/Year .3
2025/2026
Date this description is prepared .4
16/11/2025
5. Available Forms of Attendance
Attending a class + an electronic class on Google Class Room that will be a support class for the in-person class and with a link according to the regulations and instructions of the Ministry of Higher Education and Scientific Research.
6. Number of study hours (total) / number of units (total)
2 hours per week = 60 hours / Units 2 units
7. Name of the course administrator
Name: Prof. Dr. Zubaydah Abbas Mohamed Email: zubaydaalhayani@tu.edu.iq

8. Course Objectives					
The curriculum aims to prepare students to practice the teaching profession by identifying the following: 1- Identify the educational psychology, style, motivation, and sensory perception. 2- Learn about the types of educational psychology. 3- How to formulate behavioral goals. 4 – Knowledge of educational schools. 5 – The importance of educational applications of learning theories.			Course Objectives		
9. Teaching and Learning Strategies					
The standard method (lecturing). 1 – Lecture method. 2 – The way of discussion and interrogation. 3 – Brainstorming method.			Strategy		
10. Structure of the Course:					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watch es	The week

Classroom Performance and Exams	Lecture Method	Definition of Educational Psychology Stages of Educational Psychology Arab-Islamic Philosophy		2	First
Classroom Performance and Exams	Discussion and questioning	Definition, Objectives and Importance of Psychology		2	The second
Classroom Performance and Exams	Discussion and questioning	Tread Psychology Branches of Psychology Modern Philosophy		2	The third
Classroom Performance and Exams	Brainstormin g	Behavior and the factors affecting it		2	Fourth
Classroom Performance and Exams	Discussion and questioning	Applied Direction		2	Fifth

Classroom Performance and Exams	Discussion and questioning	The effect of heredity on behavior Interaction between genetics and the environment		2	Sixth
Classroom Performance and Exams	Discussion and questioning	Research Methods in Educational Psychology The Importance of Psychology in the Educational Process		2	Seventh
Classroom Performance and Exams	Discussion and questioning	Factors Affecting the Teaching and Learning Process		2	Eighth
Classroom Performance and Exams	Discussion and questioning	Attention and sensory perception Types of attention and factors affecting it		2	Ninth

Classroom Performance and Exams	Problem solving	Sensory perception Factors Affecting Sensory Perception		2	Tenth
Classroom Performance and Exams	Discussion and questioning	Learning Theories (Conditional Learning Theory)		2	Eleventh
Classroom Performance and Exams	Discussion and questioning	Clairvoyance Theory		2	XII
Classroom Performance and Exams	Discussion and questioning	Transfer of Learning Impact Types of Transition How to Leverage Transition in the Learning Process		2	Thirteenth
Classroom Performance	Discussion and questioning	Feedback Types of Feedback		2	Fourteenth

nce and Exams					
		End of course exam		2	Fifteenth

11. Course Evaluation	
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports... etc. The score is distributed through several channels: 1 - Constructive evaluation of daily exams, observation of the student's performance in class discussions and homework and follow-up, and classroom evaluation. 2 - Diagnostic evaluation of the semester and final exams to issue the rulings of success and failure, and this is a grade of 80% divided into (4) exams for each semester of two exams, to extract the annual quest before entering the final exams.	
12. Learning Resources and Teaching	
Educational Psychology by Dr. Raouf Mahmoud Al-Qaisi.	Required Textbooks (Methodology, if any)
1 - Educational Psychology Dr. Fouad Abu Hattab . 2 – Educational Psychology Dr. Rashid Marzouq Rashid.	Main Reference(s)

3 - Educational Psychology Dr. Hana Hussein Al-Falfali	
View everything that is current and published in refereed scientific journals	Recommended books and supporting references (scientific journals, reports...)
http://www.alkutubcafe.com/book/83rjar.html	References, Websites

Course Description Form

1. Course Name	
Learning Theories	
2. Course Code	
Masters	
Semester/Year .3	
2025/2026	
Date this description is prepared .4	
16/11/2025	
5. Available Forms of Attendance	
Teaching in person with the creation of an electronic class through the (googleclasroom) platform that will be a supporting class for the face-to-face class according to the regulations and instructions of the Ministry of Higher Education and Scientific Research	
6. Number of study hours (total) / number of units (total)	
30 Hours/2 Units	
7. Course Administrator Name (if more than one name mentioned): None	
Name: Prof. Dr. Bushra Khattab Omar Email: bushraalsanawi@tu.edu.iq	
8. Course Objectives	
The curriculum aims to prepare students by identifying the following: 1- Introducing students to the concept of learning theories and their importance	Course Objectives

in interpreting the learning and teaching process. 2- Introducing students to the most important theories of learning and their different trends, and identifying the most prominent concepts and principles on which they are based. 3- Developing the ability of female students to analyze and compare different learning theories, and to understand the similarities and differences between them. 4- Developing the ability of students to employ the principles of learning theories in interpreting behavior, human learning, and various educational situations. 5- Enabling students to apply learning theories in educational situations and choose appropriate methods and strategies in light of the principles of each theory.	
9. Teaching and Learning Strategies	

- Method of Explanation and Discussion - Lecture & Application - Presentation using data show			Applying various teaching methods, including:		
10. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Classroom Performance and Exams	Lecture & Explanation	Learning – Theory: The concept of learning, the concept of theory, the importance of learning theories, their characteristics and classifications.		2	First
Classroom Performance and Tests	Lecture & Explanation	Conditional Learning Theory (Watson): Theory concept, its foundations, stimulus and response, habit formation, learning interpretation, educational applications.		2	The second
Classroom Performance and Tests	Lecture & Explanation	Theory of Trial and Error (Thorndike): Theory Concept, Experiments, Law of Impact, Law of Readiness, Law of Training, Learning by Trial and Error, Educational Applications.		2	The third
Classroom Performance and Tests	Lecture & Explanation	Classical Conditional Learning Theory (Pavlov): The Concept of Conditioning, Stimulus and Response, Conditioning, Generalization, Discrimination, Extinguishing, Automatic Retrieval,		2	Fourth

		Pedagogical Applications.			
Classroom Performance and Tests	Lecture & Explanation	Procedural Learning Theory (Skinner): Procedural Behavior, Reinforcement, Punishment, Positive and Negative Reinforcement, Reinforcement Schedules, Behavior Formation, Pedagogical Applications.		2	Fifth
Classroom Performance and Tests	Lecture & Explanation	Motivation Theory (DO): Theory Concept, Motivation, Need, Motivation Reduction, Habit, Reinforcement, Interpretation of Learning, Pedagogical Applications.		2	Sixth
Classroom Performance and Tests	Lecture & Explanation	Coupling Theory (Gathri): The concept of conjugation, stimulus and response, the principle of learning, habit formation, habit breaking, educational applications.		2	Seventh
Classroom Performance and Tests	Lecture & Explanation	Gestalt Theory – Clairvoyance Learning (Köhler, Koffka, Vertimer): Gestalt Concept, Clairvoyance, Reorganization, Laws of Cognitive Organization, Cognitive Domain, Pedagogical Applications.		2	Eighth
Classroom Performance and Tests	Lecture & Explanation	Theory of Cognitive Development (Piaget): The concept of cognitive growth,		2	Ninth

		comprehension, adaptation, balance, stages of cognitive development, educational applications.			
Classroom Performance and Tests	Lecture & Explanation	Cognitive Growth Theory (Janier): The concept of learning, types of learning, levels of learning, internal and external conditions of learning, organization of educational attitude, educational applications.		2	Tenth
Classroom Performance and Tests	Lecture & Explanation	Discovery Learning Theory (Brunner): Discovery Concept, Discovery Learning, Cognitive Representation, Knowledge Building, Spiral Approach, Teacher and Learner Role, Educational Applications.		2	Eleventh
Classroom Performance and Tests	Lecture & Explanation	Theory of Meaningful Learning (Uzupal): Meaningful Learning, Memorized Learning, Prior Knowledge, Comprehension, Advanced Organizations, Knowledge Structure, Pedagogical Applications.		2	XII
Classroom Performance and Tests	Lecture & Explanation	Field Theory (Levine): Concept of the Domain, Psychological Domain, Behavior, Needs, Stress, Environment, Interaction between the Individual and the		2	Thirteenth

		Situation, Educational Applications.			
Classroom Performance and Tests	Lecture & Explanation	Intentional Theory (Tolman) : Intentional Behavior, Expectations, Latent Learning, Cognitive Maps, The Relationship between Stimulus and Response, Pedagogical Applications.		2	Fourteenth
Classroom Performance and Tests	Lecture & Explanation	Social Learning Theory (Pandora) : Observational Learning, Modeling, Imitation, Indirect Reinforcement, Cognitive Processes, Self-Efficacy, Pedagogical Applications.		2	Fifteenth
		End of course exams		Second Course End Exams	

11. Course Evaluation

Distribution of the grade out of 30 according to the tasks assigned to the student such as daily preparation, daily assignments, daily, monthly, written exams, reports... etc.

First semester exam of 20 marks (and 10 marks of report and participation by female students)

A final exam of 70 marks and a final score of 100 marks.

12. Learning Resources and Teaching

	Required Textbooks (Methodology, if any)
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1- Dr. Abdul Rahman Mohammed Al-Issawi, 2004, Educational Psychology, Dar Al-Nahda Al-Arabiya, Beirut, Lebanon. 2- Dr. Abdel Majeed Nashwati, 2003, Educational Psychology, Dar Al-Furqan for Publishing and Distribution, Amman, Jordan, Fourth Edition. 3- Dr. Yousef Qatami, 2013, Cognitive Theory in Learning, Dar Al-Masirah for Publishing, Distribution and Printing, Amman, Jordan. 4- Dr. Yousef Qatami, 2004, Educational Psychology: Thinking and Learning, Haneen Publishing and Distribution, Amman, Jordan. 5- Dr. Mohamed Mahmoud Bani Younis, 2007, Educational Psychology, Dar Al-Masirah for Publishing, Distribution and Printing, Amman, Jordan. 6- Dr. Saleh Mohammed Abu Jado, 2014, Educational Psychology, Dar Al-Masirah for Publishing, Distribution and Printing, Amman, Jordan. 7- Dr. Mohamed Mahmoud Al-Haila, 2014, Educational Design: Theory and Practice, Dar Al-Masirah for Publishing, Distribution and Printing, Amman, Jordan.	Main Reference(s)
Viewing everything that is modern and published in websites, electronic libraries and YouTube lectures .	Recommended books and supporting references (scientific journals, reports...)
	References, Websites

Course Description Form

1. Course Name	
Educational Research Methodology	
2. Course Code	
Masters	
Semester/Year .3	
2025/2026	
Date this description is prepared .4	
1/10/2025	
5. Available Forms of Attendance	
Teaching in person with the creation of an electronic class through the (googleclasroom) platform that will be a supporting class for the face-to-face class according to the regulations and instructions of the Ministry of Higher Education and Scientific Research	
6. Number of study hours (total) / number of units (total)	
30 Hours/2 Units	
7. Course Administrator Name (if more than one name mentioned): None	
Name: Prof. Dr. Latif Ghazi Makki Email: lateef.ghazi@tu.edu.iq	
8. Course Objectives	
The curriculum aims to prepare students by identifying the following: 1. Developing the capabilities of female students in the field of scientific research.	Course Objectives

2. Introduce students to the procedures, patterns and uses of scientific research. 3. Developing the ability of female students to perceive, understand and comprehend the criteria on which the choice of the title of the study is based. 4. Introduce students to how to choose important methods and tools to collect data and information to solve the problems that are the subject of the research. 5. Students' understanding of how to formulate goals and how to analyze data statistically to reach results that can be interpreted according to theoretical frameworks and then generalize them to the study population					
9. Teaching and Learning Strategies					
- Method of Explanation and Discussion - Lecture & Application - Presentation using data show		Applying various teaching methods, including:			
10. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Classroom Performance and Exams	Lecture & Explanation	The concept of science – its importance in the		2	First

		progress of society – Determinants of the scientific method in research – Definition of scientific research – Knowledge – Conditions for obtaining knowledge – Ways of obtaining knowledge – Steps of the scientific method or scientific method – its definition – Determinants of the scientific method in research – Characteristics of scientific research – Types of research.			
Classroom Performance and Tests	Lecture & Explanation	General concepts of the scientific method – the assumptions on which the		2	The second

		scientific method is based – the objectives of science – the research crisis in educational and psychological sciences – the multiplicity of research methods in educational and psychological sciences – choosing the appropriate method for research – the characteristics of the scientific researcher – the research problem . The importance of the research – objectives – the limits of the research – the definition of terms			
Classroom Performance and Tests	Lecture & Explanation	Samples – Definition – Types and when to use each type – Some statistical		2	The third

		concepts – Some considerations when selecting samples – Steps to select samples – Benefits of using samples – Sample errors – Sample selection methods.			
Classroom Performance and Tests	Lecture & Explanation	Research Tools – Observation – Definition – Types – Uses – How or Steps to Conduct Them – Advantages and Disadvantages Interview Observation – Definition – Types – Uses – How or Steps to Conduct Them – Advantages and Disadvantages Tests and Measures – Their Meanings – Types of Tests – And what do you measure? The questionnaire or referendum – its		2	Fourth

		meaning – types – its uses – the steps of designing the questionnaire – its advantages and disadvantages.			
Classroom Performance and Tests	Lecture & Explanation	Descriptive Research Methodology: Definition, Theoretical Premises, Steps, Type of Problems It Addresses, Procedures and Application Considerations, Types of Descriptive Research, Evaluation of the Descriptive Method (Its Advantages and Disadvantages).		2	Fifth
Classroom Performance and Tests	Lecture & Explanation	The historical method – Definition – its theoretical premises – the		2	Sixth

		type of problems it addresses – the procedures followed and the considerations of application – the evaluation of the historical method (its advantages – disadvantages).			
Classroom Performance and Tests	Lecture & Explanation	Experimental Method: Definition , its theoretical premises, the type of problems it addresses, the procedures followed and the considerations of application, the evaluation of the experimental method (its advantages and disadvantages).		2	Seventh
Classroom Performance and Tests	Lecture & Explanation	Comparative Research Methodology: Definition – Theoretical Premises – Type of Problems It		2	Eighth

		Addresses – Procedures Followed and Application Considerations – Evaluation of the Comparative Method (Its Advantages – Disadvantages).			
Classroom Performance and Tests	Lecture & Explanation	Errors related to the writing of the theoretical framework and previous studies - How to write the theoretical framework - Choosing the adopted theory and the errors related to it - Concepts about the psychometric characteristics of the scale - The distinguishing power of the paragraphs - The truthfulness of the paragraphs.		2	Ninth
		Honesty – Types – Consistency –			

		Types – Presentation and interpretation of the results – Discussion based on the data collected by the researcher.			
Classroom Performance and Tests	Lecture & Explanation	The relational approach: Definition, theoretical premises, the type of problems it addresses, the procedures followed and the considerations of application, its evaluation (its advantages and disadvantages).		2	Tenth
Classroom Performance and Tests	Lecture & Explanation	Writing the research report – The contents of the report – The initial research plan – Considerations to be taken into account during the writing of the report – Writing		2	Eleventh

		references or sources and how to document them			
Classroom Performance and Tests	Lecture & Explanation	Methodology – Scientific Research – Scientific Research Method – Variables and Their Classifications – Problem – Hypothesis – Theory – Measurement – Model – Idiomatic Definition – Procedural Definition – Experiment – Experimental Group – Control Group – Experimental Design – Definitions of Each The difference between the definition and the concept – the		2	XII

		difference between the concept and the term – the characteristics of the scientific research – the criteria for choosing the research topic – the formulation of a research problem or problem – the sources of formulating the problem – the types of hypotheses – the characteristics of a good hypothesis – the importance of the hypothesis in scientific research – how the hypothesis is formulated – the level of significance – Types of Decision – Types of Error – Types of Experimental Control and			
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		Their Meanings – Comparison between Natural Sciences and Social Sciences			
Classroom Performance and Tests	Lecture & Explanation	Community, Sample, Types of Research Designs, Experimental and Semi- Experimental Designs (Comparison), Principles that Help the Researcher in Choosing the Appropriate Experimental Design for the Research, Methods of Equivalent Groups, Methods of Achieving Parity in the Experimental Method, Characteristics of the Scientific Researcher. Types of scientific		2	Thirteenth

		research according to its purpose – nature of motivation – scientific research methodology – and according to the design of scientific research – factors affecting scientific research – internal safety of research (definition and factors affecting it) external safety of research (definition and factors affecting it).			
Classroom Performance and Tests	Lecture & Explanation	Types of research studies (case study, applied studies (preliminary), exploratory studies, experimental studies, comparative studies,		2	Fourteenth

		theoretical studies, survey studies, field studies, predictive studies.			
Classroom Performance and Tests	Lecture & Explanation	Steps to write a research or thesis (theoretical and practical part/descriptive and experimental method).		2	Fifteenth
				Second Course End Exams	

11. Course Evaluation

Distribution of the grade out of 30 according to the tasks assigned to the student such as daily preparation, daily assignments, daily, monthly, written exams, reports... etc.

First semester exam of 20 marks (and 10 marks of report and participation by female students)

A final exam of 70 marks and a final score of 100 marks.

12. Learning Resources and Teaching

	Required Textbooks (Methodology, if any)
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- Dr. Rabhi Mustafa Alayan, 2001, Scientific Research: Its Foundations, Methods and Methods, International House of Ideas for Printing and Publishing, Amman-Jordan, First Edition, pp. 18-19, p. 26. 2- Prof. Dr. Muhammad Sarhan Ali, 2019, Scientific Research Methods, Dar Al-Kutub, Sana'a, Yemen, Third Edition, p. 47-48. 3- Prof. Dr. Mohamed Abdel Aal Al-Nuaimi et al., 2015, Methods and Methods of Scientific Research, Al-Warraq Publishing and Distribution Foundation, Jordan, Second Edition, pp. 30-33 . - Prof. Dr. Faris Rashid Al-Bayati, 2018, Al-Hawi in Scientific Research Methods, Dar Al-Sawaqi Library for Printing and Publishing, Amman, Jordan, First Edition, p. 79, p. 119, pp. 130-131 2- Prof. Amer Ibrahim Qandilji, 2013, Scientific Research Methodology, Dar Al-Yaouzi Scientific House, Amman, Jordan, First Edition, pp. 30-34. - Methods and Methods of Scientific Research (2015) Mohamed Abdel Aal et al. 2- Scientific Research Methods (2019) Muhammad Sarhan Ali Al-Mahmoudi 3- Scientific Research Methodology (2016) Kamal Dashli	Main Reference(s)
View everything that is current and published on websites, electronic libraries and YouTube lectures .	Recommended books and supporting references (scientific journals, reports...)
	References, Websites

Course Description Form

1. Course Name	
Teaching Thinking	
2. Course Code	
Masters	
Semester/Year .3	
2025/2026	
Date this description is prepared .4	
16/11/2025	
5. Available Forms of Attendance	
Teaching in person with the creation of an electronic class through the (googleclasroom) platform that will be a supporting class for the face-to-face class according to the regulations and instructions of the Ministry of Higher Education and Scientific Research	
6. Number of study hours (total) / number of units (total)	
30 Hours/2 Units	
7. Course Administrator Name (if more than one name mentioned): None	
Name: Assoc. Prof. Dr. Mohamed Hussein Ali Email: mohamed.hu.ali@tu.edu.iq	
8. Course Objectives	
1 - The student is aware of the importance of teaching thinking 2 - The student's familiarity with the stages of teaching thinking 3 - Enabling the student to achieve the general educational goals.	Course Objectives

4 - Empowering the student and creating opportunities for her to learn to think and learn. 5 - Avoid the student from making mistakes of thinking after knowing them. 6 - The student is introduced to the thinking teaching programs					
9. Teaching and Learning Strategies					
- Method of Explanation and Discussion - Lecture & Application		Applying various teaching methods, including:			
10. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Classroom Performance and Exams	Lecture & Explanation	The concept of thinking and Islam, thinking and intelligence are the components of teaching thinking, Thinking Teaching Jobs		2	First
Classroom Performance and Tests	Lecture & Explanation	Steps to teach thinking, mistakes of teaching thinking, trends in teaching thinking		2	The second
Classroom Performance and Tests	Lecture & Explanation	Thinking Patterns and Skills, Thinking Teaching Programs		2	The third
Classroom Performance and Tests	Lecture & Explanation	Critical Thinking, Critical Thinking Skills		2	Fourth
Classroom Performance and Tests	Lecture & Explanation	The Relationship between Critical Thinking and Other Types of Thinking		2	Fifth
Classroom Performance and Tests	Lecture & Explanation	The Experiences of Some Countries in the		2	Sixth

		Field of Critical Thinking			
Classroom Performance and Tests	Lecture & Explanation	The Role of the Teacher in Teaching Thinking		2	Seventh
Classroom Performance and Tests	Lecture & Explanation	Creative Thinking		2	Eighth
Classroom Performance and Tests	Lecture & Explanation	Justifications for teaching creative thinking		2	Ninth
Classroom Performance and Tests	Lecture & Explanation	Creative Thinking Skills		2	Tenth
Classroom Performance and Tests	Lecture & Explanation	Problem solving Components and types of problem-solving Factors Affecting the Solution of the Problem		2	Eleventh
Classroom Performance and Tests	Lecture & Explanation	Negative thinking		2	XII
Classroom Performance and Tests	Lecture & Explanation	Hierarchical complexity model		2	Thirteenth
Classroom Performance and Tests	Lecture & Explanation	Habits of the mind Theories of the mind		2	Fourteenth
Classroom Performance and Tests	Lecture & Explanation	High-Ranking Thinking		2	Fifteenth
		End of course exams		Second Course End Exams	

11. Course Evaluation

Distribution of the grade out of 30 according to the tasks assigned to the student such as daily preparation, daily assignments, daily, monthly, written exams, reports... etc.

First semester exam of 20 marks (and 10 marks of report and participation by female students)

A final exam of 70 marks and a final score of 100 marks.

12. Learning Resources and Teaching

	Required Textbooks (Methodology, if any)
1. Muhammad Mahmoud Bani Younis, 2007, Educational Psychology, Dar Al-Masirah for Publishing, Distribution and Printing, Amman, Jordan. 2. Saleh Mohammed Abu Jado, 2014, Educational Psychology, Dar Al-Masirah for Publishing, Distribution and Printing, Amman, Jordan. 3: Al-Obaidi, Sabah Marshoud Manoukh, Al-Barzanji, Leila Ali (2017): Teaching Thinking, Modern Book Foundation, Lebanon. 4: Scientific journals, periodicals, researches and studies in the field of specialization. 5: The Book of Teaching Thinking. Fathi Jarwan 6: Teaching Theoretical and Practical Thinking. Saleh Mohamed Abu-Jado	Main Reference(s)
Viewing everything that is modern and	Recommended books and supporting
noor-book.com/vxb7eq https://books4arabs.com/BORE02-2/BORE02-2542.pdf	References, Websites

Course Description Form

1. Course Name	
Cognitive Psychology	
2. Course Code	
Masters	
Semester/Year .3	
2025/2026	
Date this description is prepared .4	
16/11/2025	
5. Available Forms of Attendance	
Teaching in person with the creation of an electronic class through the (googleclasroom) platform that will be a supporting class for the face-to-face class according to the regulations and instructions of the Ministry of Higher Education and Scientific Research	
6. Number of study hours (total) / number of units (total)	
30 Hours/2 Units	
7. Course Administrator Name (if more than one name mentioned): None	
Name: Assoc. Prof. Dr. Ali Mohsen Salman Email: ali.mohsen@tu.edu.iq	
8. Course Objectives	
The curriculum aims to prepare students by identifying the following: 1. How the Human Brain Works – How We Think, Remember, and Learn. 2. Cognitive psychology explores our mental processes.	Course Objectives

3. Identify cognitive styles, their types, and meanings.					
4. Understand how we perceive events and make decisions.					
9. Teaching and Learning Strategies					
- Method of Explanation and Discussion - Lecture & Application - Presentation using data show		Applying various teaching methods, including:			
10. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Classroom Performance and Exams	Lecture & Explanation	Introduction to Cognitive Psychology includes its title, Introduction to Cognitive Psychology, History of the Development of Cognitive Psychology, Fields, Causes of Cognitive Psychology Vocabulary, Basic Assumptions of Cognitive Psychology, Research Methods in Cognitive Psychology, Basics of Perception and Awareness, Cognitive Processing and Attention, Measurement of Cognitive Psychology, Theories of Cognitive Psychology.		2	The first

Classroom Performance and Tests	Lecture & Explanation	<u>Information Processing Model:</u> <u>Basic Assumptions of Information Processing Model</u> Functions - Learning and Memory Development		2	The second
Classroom Performance and Tests	Lecture & Explanation	Components of the Information Processing Model (Senses and Sensory Record, Sensory Memory (Auditory-Visual), Short-Term Memory, Distant (Long-Term) Memory.		2	The third
Classroom Performance and Tests	Lecture & Explanation	<u>Transcendental Cognitive Processes:</u> Their Definition - Characteristics of Paranormal Cognitive Processes - Paranormal Cognitive Processes and Intelligence		2	Fourth
Classroom Performance and Tests	Lecture & Explanation	- Cognitive Styles - Definition of Cognitive Styles - General Characteristics of Cognitive Styles		2	Fifth
Classroom Performance and Tests	Lecture & Explanation	Models of Cognitive Methods (Types) - Cognitive and Metacognitive Strategies - Mental and Cognitive Representation of Information and its Retrieval .		2	Sixth
Classroom Performance and Tests	Lecture & Explanation	Attention: Definition of Attention – Nature of Attention Process – Factors Affecting		2	Seventh

		Attention – Theories of Attention			
Classroom Performance and Tests	Lecture & Explanation	Perception: its definition – its nature – the characteristics of perception – the difference between sensory perception, comprehension and comprehension		2	Eighth
Classroom Performance and Tests	Lecture & Explanation	– Theories of Perception – Cognitive Cognitive Therapy – Neuroscience includes cognition and cognitive cognition and research in the mind and brain – Cognitive psychology – Research methods in cognition (knowledge) – Basics of cognition and awareness – Cognitive processing and attention.		2	Ninth
Classroom Performance and Tests	Lecture & Explanation	<u>Thinking</u> : Definition of Thinking – The most important forms or patterns of thinking – General characteristics of thinking – Innovation – Psychological components of innovative thinking.			
Classroom Performance and Tests	Lecture & Explanation	<u>Mental Imagination</u> : Definition of Imagination - Functions of Imagination - Nature of Mental Imagination - Theories of Imagination.		2	Tenth

Classroom Performance and Tests	Lecture & Explanation	<u>Biological Foundations of Cognitive Behavior and Sociobiology</u> - Cognitive Organization-		2	Eleventh
Classroom Performance and Tests	Lecture & Explanation	Social, Developmental and Educational Psychology - Natural Intelligence Systems and Artificial Intelligence.		2	XII
Classroom Performance and Tests	Lecture & Explanation	<u>Problem Solving</u> : The Concept of Problem Solving, Steps to Solve the Problem, Problem-Solving Strategies, Problem-Solving Skills, Factors Affecting Problem-Solving Behavior.		2	Thirteenth
Classroom Performance and Tests	Lecture & Explanation	<u>Decision Making</u> : The Concept of Decision Making – Characteristics of the Decision-Making Process – Factors Affecting Decision Success – Decision Making and Problem Solving – Steps of the Decision-Making Process – Decision Making Theories.		2	Fourteenth
Classroom Performance and Tests	Lecture & Explanation	Definition of language – the relationship between language and thinking – stages of linguistic development – understanding language and perception of meaning – theories of		2	Fifteenth

		language acquisition .			
				Second Course End Exams	

11. Course Evaluation	
Distribution of the grade out of 30 according to the tasks assigned to the student such as daily preparation, daily assignments, daily, monthly, written exams, reports... etc. First semester exam of 20 marks (and 10 marks of report and participation by female students) A final exam of 70 marks and a final score of 100 marks.	
12. Learning Resources and Teaching	
	Required Textbooks (Methodology, if any)
1- Cognitive Psychology – Rafi Naseer Al-Zaghoul and Emad Abdel Rahim Al-Zaghoul (2008). 2- Cognitive Psychology – Fakhri Abdel Hadi (2008). 3- Cognitive Psychology – Al-Attoum (2004). 5- Contemporary Cognitive Psychology, Anwar Muhammad Al-Sharqawi (2003).	Main Reference(s)

Course Description Form

1. Course Name	
Personality Psychology	
2. Course Code	
Masters	
Semester/Year .3	
2025/2026	
Date this description is prepared .4	
16/11/ 2025	
5. Available Forms of Attendance	
Presence	
6. Number of study hours (total) / number of units (total)	
30 Hours 2 Units	
7. Name of the course administrator (if more than one name mentions)	
Name: Prof. Dr. Nabil Abdulaziz Abdulkareem Email: nnssaon@tu.edu.iq	
8. Course Objectives	
- Empowering students with the subject of personality psychology (the concept of personality through the psychological heritage, nature, components, determinants and dynamics of personality) - Dimensions of the personal epidemic.... Personality theories - Personality and mental health 	Course Objectives
9. Teaching and Learning Strategies	
	Strategy

10. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Classroom Performance and Exams		The concept of personality through the psychological heritage		2 hours	The first
Classroom Performance and Exams		Nature, Components, Determinants and Dynamics of Personality			The second
Classroom Performance and Exams		Dimensions and Character Building			The third
Classroom Performance and Exams		Dimensions of Personality Development			Fourth
Classroom Performance		Theories of personality theories based			Fifth

nce and Exams		on formative determinism			Sixth
Classroom Performance and Exams		Theories based on behavioral environmental determinism			Seventh
		Views based on interactive determinism			Eighth
Classroom Performance and Exams		- - -			Ninth
Classroom Performance and Exams		- Sphere Theory Crete Levine Henry Murray's Theory of Needs Biological Social Theory Gardner Murphy			Tenth
Classroom Performance and Exams		Personality and mental health			Eleventh
Classroom Performance		Personality Integration			XII

nce and Exams		Personality between both and disease			Thirteenth
Classroom Performance and Exams		Neuropsychiatric Diseases Psychotic Mental Illness			Fourteenth
Classroom Performance and Exams		End of course exam			Fifteenth
Classroom Performance and Exams					
Classroom Performance and Exams					
Classroom Performance and Exams					

11. Course Evaluation

Distribution of the grade out of 30 according to the tasks assigned to the student such as daily preparation, daily assignments, daily, monthly, written exams, reports... etc.

First semester exam of 20 marks (and 10 marks of report and participation by female students)

A final exam of 70 marks and a final score of 100 marks.

Course Description Form

1. Course Name	
Developmental Psychology	
2. Course Code	
Masters	
Semester/Yearly .3	
2025/ 2026	
Date this description is prepared .4	
16/11/2025	
5. Available Forms of Attendance	
Attending a class + an electronic class on Google Class Room that will be a support class for the in-person class and with the link keit5w2 according to the regulations and instructions of the Ministry of Higher Education and Scientific Research.	
6. Number of study hours (total) / number of units (total)	
2 hours per week = 30 hours / Units 2 units	
7. Name of the course administrator (if more	
Name: Prof. Dr. Zakaria Abdel Ahmed	Email zakariaabed@tu.edu.iq

8. Course Objectives					
1. Providing students with sciences and knowledge related to human development at different age stages from the embryonic stage to the old age. 2- Introducing and training students on the methods of the requirements of those life stages (childhood, adolescence, adulthood, and old age). 3- Preparing a generation of female graduates of the college to teach in the middle and secondary stages. 4- Providing students with science and knowledge to face the requirements of life and its development.			Course Objectives		
9. Teaching and Learning Strategies					
The standard method (lecturing). Method of discussion and interrogation - How to solve problems.			Strategy		
10. Structure of the Course:					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Classroom Performance and Exams	Discussion and questioning	Childhood Care in the Holy Quran		2	The first
Classroom Performance	Discussion and questioning	Definition of Growth / Its Laws / Factors Affecting		2	The second

nce and Exams		Development / Environmental and Genetic / Embryonic Stage Its Characteristics and Requirements			
Classroom Performance and Exams	Discussion and questioning	Early, Middle and Late Childhood / Childhood Problems: Causes, Symptoms and Ways to Solve Them		2	The third
Classroom Performance and Exams	Discussion and questioning	Kindergartens Established Kindergarten Programs		2	Fourth
Classroom Performance and Exams	Discussion and questioning	Adolescence / Its Meaning / Stages / Characteristics / Adolescence Problems / Ways to Solve Them /		2	Fifth

Classroom Performance and Exams	Discussion and questioning	Socialization and its importance and the institutions and theories of upbringing		2	Sixth
Classroom Performance and Exams	Discussion and questioning	Theories of psychological development (Piaget's theory, Freud's theory, Bruner's theory,		2	Seventh
Classroom Performance and Exams	Discussion and questioning	The stage of adulthood / its meaning / requirements / tasks		2	Eighth
Classroom Performance and Exams	Discussion and questioning	Aging / Requirements, characteristics, diseases and elderly care		2	Ninth
Classroom Performance and Exams	Discussion and questioning	How a teenager adapts to himself and others			Tenth

Classroom Performance and Exams	Discussion and questioning	How to choose a teenager for a major and career			Eleventh
Classroom Performance and Exams	Discussion and questioning	/ Family Formation / Responsibilities			XII
Classroom Performance and Exams	Discussion and questioning	Ericsson's theory			Thirteenth
Classroom Performance and Exams	Discussion and questioning	Kolberk's theory			Fourteenth
		End of course exam			Fifteenth

11. Course Evaluation

Distribution of the grade out of 30 according to the tasks assigned to the student such as daily preparation, daily assignments, daily, monthly, written exams, reports... etc.

First semester exam of 20 marks (and 10 marks of report and participation by female students)

A final exam of 70 marks and a final score of 100 marks.

12. Learning Resources and Teaching

Childhood and Adolescence Psychology Author :Jamal Hussain Alusi, Omaina Ali Khan	Required Textbooks (Methodology, if any)
1- Developmental Psychology of Childhood and Adolescence / Hamed Abdel Salam Zahran 2- Developmental Psychology of Childhood and Adolescence / Zaghul et al. 3- Developmental Psychology of Childhood and Adolescence / Muhammad Odeh Al-Rimawi	Main Reference(s)

Course Description Form

1. Course Name
Measurement & Evaluation
2. Course Code
Master
Semester/Year .3
2025-2026
Date this description is prepared .4
16/11/2025
5. Available Forms of Attendance
Attending a class + an electronic class on Google Class Room that will be a support class for the in-person class and according to the rules and instructions of the Ministry of Higher Education and Scientific Research.
6. Number of study hours (total) / number of units (total)
2 hours per week = 30 hours / Units 2 units
7. Name of the course administrator (if more
Name: Assoc. Prof. Dr. Safaa Khairallah Ibrahim Email: safaa.khairallah@tu.edu.iq
From a name mentioned)

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1. Required Program Outcomes and Teaching, Learning and Assessment Methods
A- Cognitive Objectives A1- The student should be familiar with the concepts of measurement, test, and evaluation. A2. The student should be familiar with the general and special educational goals, each according to the specialization. A3- The student should be familiar with the types of essay and objective tests, the rules for their preparation, their advantages and disadvantages. A4. The student should be familiar with the non-test methods such as the school card and the cumulative record. 5- How to build psychological scales. 6- How to measure the trends of individuals.
B. Program Skills Objectives B1 – The student should be able to formulate and write all types of essay and objective tests. B2 – The student should be able to design the test map and use it in writing the questions. B3 – The student should be able to extract the coefficient of ease and difficulty and the coefficient of discrimination for the test paragraphs
Teaching and Learning Methods
Method of dialogue, discussion and questioning, writing reports, brainstorming

Evaluation Methods
Daily, Monthly and Final Written Exams
C. Emotional and Values Goals. A1- The student should appreciate the importance of the evaluation process in all aspects of the educational process (student, teacher, curriculum)

d. Transferred general and qualifying skills (other skills related to employability and personal development). D1. Allow access to information on learning and teaching outcomes (methods, means, contents...). D2. Support, correct and improve the learning process.				
2. Program Structure				
Credit Hours		Course or course name	Course or course code	Stage of study
practical	theoretical			
	2	& Measurement Evaluation		Master
3. Personal Development Planning				
- Reviewing the new resources in all matters related to the subject of measurement and evaluation and reviewing the websites related to this subject - Scientific communication through seminars and conferences and joint work with competent cadres in similar specializations.				

- Reviewing international studies in similar departments, to develop the ability to research and solve scientific problems. - Engaging in the acquisition of modern scientific experiences and skills in the field of modern technical communication.
4. Admission Criteria (Setting Regulations for Admission to a College or Institute)
- Admission to the college follows the central distribution system adopted by the Ministry of Higher Education and Scientific Research according to the admission form in Iraqi universities and institutes, and by balancing the student's desire with the total obtained
5. Key sources of information about the program
Methodological books in addition to modern sources and the Internet

10.Course Structure					
Evaluation Method	Teaching Method	Module Name / or Subject	Required Learning Outcomes	Watches	The week
Reporting Making, Performance Within Lectures and Exams	Discussion, dialogue, questioning, and brainstorming	The concepts of evaluation, measurement, testing, evaluation and the relationship between them		2	February 1
Reporting Making, Performance Within Lectures and Exams	Discussion, dialogue, questioning, and brainstorming	Variables, Concept, and Types		2	February 2
Reporting Making, Performance Within Lectures and Exams	Discussion, dialogue, questioning, and brainstorming	Measurement Levels		2	March 1

Reporting Making, Performance Within Lectures and Exams	Discussion, dialogue, questioning, and brainstorming	Types of Educational Evaluation		2	March 2
Reporting Making, Performance Within Lectures and Exams	Discussion, dialogue, questioning, and brainstorming	Educational Objectives, Importance, and Levels.		2	March 3
Reporting Making, Performance Within Lectures and Exams	Discussion, dialogue, questioning, and brainstorming	Achievement tests of their types and the characteristics of each type		2	March 4
Reporting Making, Performance Within Lectures	Discussion, dialogue, questioning, and brainstorming	Steps to build the test		2	April 1

and Exams					
Reporting Making, Performance Within Lectures and Exams	Discussion, dialogue, questioning, and brainstorming	Content Identification In terms of drafting, test construction, instructions, and statistical analysis.		2	April 2
Reporting Making, Performance Within Lectures and Exams	Discussion, dialogue, questioning, and brainstorming	Exam		2	April 3
Reporting Making, Performance Within Lectures and Exams	Discussion, dialogue, questioning, and brainstorming	Authenticity of the test (Types and Factors Affecting it)		2	April 4
Reporting Making, Performance	Discussion, dialogue, questioning, and	Test Stability		2	May 1

Within Lectures and Exams	brainstorming	Re-Test-Cronbach's Alpha			
Reporting Making, Performance Within Lectures and Exams	Discussion, dialogue, questioning, and brainstorming	Measuring Trends		2	May 2
Reporting Making Performance Within Lectures and Exams	Discussion, dialogue, questioning, and brainstorming	Analyze and improve test paragraphs		2	May 3 & 4
——		Overview		2	
——		Final Exams		——	

11.Infrastructure	
Generate reports on each vocabulary and from various sources for measurement and evaluation.	1 Required Textbooks

1- Evaluation and Measurement in Education and Psychology, Sami Melhem, 2000. 2- Measurement and Evaluation in Education, Touma George Al-Khoury, 2008. 3- Educational Measurement and Evaluation in the Teaching Process, Salah Al-Din Mahmoud Allam, 2007.	2 Main References (Sources)
View everything that is modern and published in refereed scientific journals	Recommended books and references (scientific journals, reports,....)
http://www.alkutubcafe.com/book/83rjar.html	in References, Websites

12.Course Development Plan
- Seeing everything that is modern in the field of curricula, teaching methods, measurement and evaluation - Providing additional hours than they are currently, as it is a basic subject in preparing qualified teachers in how to formulate and adjust questions, and it is on them that the greatest role lies in achieving the goals of the academic program.

Course Description Form

1. Course Name					
Positive Psychology					
2. Course Code					
Masters					
					Semester/Year .3
2025/ 2026					
					Date this description is prepared .4
16/ 11/2026					
5. Available Forms of Attendance					
Teaching in person, with the establishment of a supported electronic class according to the regulations and instructions of the Ministry of Higher Education and Scientific Research. Level: Postgraduate Studies – Master's					
6. Number of study hours (total) / number of units (total)					
30 Hours/2 Units					
7. Course administrator name (if more than one name mentioned): None					
Name: Assoc. Prof. Dr. Ghazwan Ramadan Saleh Al-Emile / dr,ghazwan@tu.edu.iq					
8. Course Objectives					
Course Objectives• Providing postgraduate students with advanced knowledge and basic and modern concepts in positive psychology. • Developing the ability to analyze, critique, and employ theories and scientific studies in educational and psychological research. • Training students on the practical application of scientific concepts and methods related to the course. • Developing scientific research skills, academic discussion, and building solid research proposals.			Course Objectives		
9. Teaching and Learning Strategies					
			Applying various teaching methods, including: - Standard method (lecturing).- Discussion and dialogue method.- Collaborative learning.- Case studies and research seminars.- Practical application and analysis of studies and data.		
10. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week

Classroom Performance and Tests	Explanation and Discussion	Introduction to Positive Psychology: Origin, Concept, and Goals	Learn about the origin of positive psychology, its concept, goals, and fields	2	The first
Classroom Performance and Tests	Explanation and Discussion	Philosophical and Scientific Foundations of Positive Psychology	Analysis of the philosophical and scientific foundations on which positive psychology is based	2	The second
Classroom Performance and Tests	Explanation and Discussion	Theories of Happiness and Psychological Well-Being	Comparison of the most prominent theories and models explaining happiness and psychological well-being	2	The third
Class Activity and Testing	Explanation and Application	The PERMA Model and Human Prosperity	Interpreting the components of the PERMA model and its relationship to prosperity and quality of life	2	Fourth
Applied Task	Explanation and Discussion	Personal Strengths and Human Virtues	Identify human strengths and virtues and ways to employ them in life and learning	2	Fifth

Classroom Performance and Tests	Explanation and Case Studies	Optimism, Hope and Psychological Resilience	Analyzing the Role of Optimism, Hope, and Psychological Resilience in the Face of Pressures and Challenges	2	Sixth
Short Report	Explanation and Discussion	Meaning in life, gratitude and tolerance	Interpreting the Impact of Meaning, Gratitude and Tolerance on Building Psychological Well-Being and Positive Relationships	2	Seventh
Class Performance	Explanation and Discussion	Positive relationships and social support	Analyzing the Role of Positive Relationships and Social Support in Happiness and Psychological Adjustment	2	Eighth
Practical Activity	Explanation and Application	Flow, Engagement and Achievement	Understand the concept of flow and its relationship to engagement, motivation, and achievement	2	Ninth
Classroom Performance and Testing	Explanation and Discussion	Mindfulness and Emotion Regulation	Analyzing the role of mindfulness and emotion regulation in psychological well-being	2	Tenth

Applied Task	Explanation and Case Studies	Positive Psychology in Education	Employing Positive Psychology Concepts in the Educational and Learning Environment	2	Eleventh
Scientific Presentation	Explanation and Discussion	Positive Psychology at Work and Society	Analysis of the professional and societal applications of positive psychology	2	XII
Critical activity	Explanation and analysis of tools	Measurement and Evaluation in Positive Psychology	Identify and evaluate tools for measuring well-being, strengths, and positive variables	2	Thirteenth
Publication Research Critique	Seminar and Discussion	Research Methodology in Positive Psychology and Critique of Studies	Analyzing experimental studies, critiquing their methods and results, and building research proposals	2	Fourteenth
Testing & Sharing	Panel discussion and review	Recent Trends and Comprehensive Review	Integrate concepts and theories and build a research perception in positive psychology	2	Fifteenth

11. Course Evaluation

Distribution of the grade out of 30 according to the tasks assigned to the student such as daily preparation, daily assignments, daily, monthly, written exams, reports... etc. First semester exam of 20 marks (and 10 marks of report and participation by female students)

A final exam of 70 marks and a final score of 100 marks.	
12. Learning Resources and Teaching	
1- Abu Hattab, Fouad, & Sadiq, Amal. (1991). Educational Psychology. Cairo: Anglo-Egyptian Library.	Required Textbooks (Methodology, if any)
Peterson, C. (2006). A Primer in Positive Psychology. Snyder, C. R., & Lopez, S. J. (Eds.). (2009). Oxford Handbook of Positive Psychology. 2- Abdel Khaleq, Ahmed Mohamed. (2000). Origins of Mental Health. Alexandria: Dar Al-Maarifa University.	Main Reference(s)
Carruthers, C., & Hood, C. (2004). The Power of Positive Psychology in Education. 3- Al-Rashidi, Bashir Saleh. (2005). Positive Psychology: Concepts and Applications. Kuwait: Al-Falah Library.	Recommended books and references (scientific journals, reports...)
Refereed Scientific Journals, Academic Databases, and Accredited Electronic Sources Related to the Course. 4- Al-Issawi, Abdel Rahman Mohamed. (2004). General Psychology. Alexandria: Dar Al-Maarifa University.	References, websites

Course Description Form

1. Course Name	
Educational Statistics	
2. Course Code	
Masters	
Semester/Year .3	
2025/ 2026	
Date this description is prepared .4	
16/11/ 2026	
5. Available Forms of Attendance	
Teaching in person with the creation of an electronic class through the (googleclasroom) platform that will be a supporting class for the face-to-face class according to the regulations and instructions of the Ministry of Higher Education and Scientific Research	
6. Number of study hours (total) / number of units (total)	
30 Hours/2 Units	
7. Name of the course administrator (if more than one name mentioned):	
Name: Assoc. Prof. Dr. Heba Hani Abdullah	
8. Course Objectives	
The curriculum aims to prepare students to practice the teaching profession by identifying the following: 1. Enable students to describe and analyze data through measures of centralization or scales of dispersion. 2. Introduce students to the methods of calculating different statistical measures to describe one or more variables in a society.	Course Objectives

3- Making the appropriate decision to solve scientific problems and dealing with them in the simplest way in logical statistical ways. 4. The data shall be described, organized, classified, summarized, and presented in a clear manner in the form of tables and graphs. 5- Self-development skills of female students by enabling them to use statistical means and processes and using them in a practical way in accomplishing scientific research according to the planned goals.					
9. Teaching and Learning Strategies					
- Method of Explanation and Discussion - Video presentation - Lecture & Application How to view using the data show			Applying various teaching methods, including:		
10. Course Structure					
Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
Classroom Performance and Exams	Lecture & Explanation	General Introduction and Basic Concepts in Statistics - The Importance of Descriptive Statistics in Educational and Psychological Research		2	The first

Classroom Performance and Tests	Lecture & Explanation	Frequency distributions (pie charts)		2	The second
Classroom Performance and Tests	Lecture & Explanation	Repeat polygon and histogram		2	The third
Classroom Performance and Tests	Lecture & Explanation	Measures of centralism		2	Fourth
Classroom Performance and Tests	Lecture & Explanation	Arithmetic average and its properties		2	Fifth
Classroom Performance and Tests	Lecture & Explanation	Methods for calculating arithmetic mean (classified)		2	Sixth
Classroom Performance and Tests	Lecture & Explanation	Methods for calculating the arithmetic mean (unclassified data)		2	Seventh
Classroom Performance and Tests	Lecture & Explanation	Testing hypotheses about the arithmetic mean		2	Eighth
Classroom Performance and Tests	Lecture & Explanation	The broker and its properties		2	Ninth
Classroom Performance and Tests	Lecture & Explanation	Broker Calculation Methods (Classified Data)		2	Tenth
Classroom Performance and Tests	Lecture & Explanation	Broker Account Methods		2	Eleventh

		(Unclassified Data)			
Classroom Performance and Tests	Lecture & Explanation	The pattern and its properties		2	XII
Classroom Performance and Tests	Lecture & Explanation	Methods of calculating the loom (classified)		2	Thirteenth
Classroom Performance and Tests	Lecture & Explanation	Methods of calculating the loom (unclassified data)		2	Fourteenth
Classroom Performance and Tests	Lecture & Explanation	Dispersion Scales		2	Fifteenth
				End of course exam	

11. Course Evaluation

Distribution of the grade out of 30 according to the tasks assigned to the student such as daily preparation, daily assignments, daily, monthly, written exams, reports... etc.

First semester exam of 20 marks (and 10 marks of report and participation by female students)

A final exam of 70 marks and a final score of 100 marks.

12. Learning Resources and Teaching

1- Descriptive and Inferential Statistics, Abdul-Jabbar Tawfiq and Zakaria Athanasius, Ministry of Higher Education and Scientific Research / Baghdad	Required Textbooks (Methodology, if any)
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2- Statistics Book / Dr. Mahmoud Hassan Al-Mashhadani, Amir Hanna Hormuz. Ministry of Higher Education and Scientific Research / Baghdad	
1- Dr. Rabhi Mustafa Alayan, 2001, Scientific Research: Its Foundations, Methods and Methods, International House of Ideas for Printing and Publishing, Amman, Jordan, First Edition, pp. 18-19, p. 26. 2- Prof. Dr. Muhammad Sarhan Ali, 2019, Scientific Research Methods, Dar Al-Kutub, Sana'a, Yemen, Third Edition, p. 47-48. 3- Prof. Dr. Mohamed Abdel Aal Al-Nuaimi et al., 2015, Methods and Methods of Scientific Research, Al-Warraq Publishing and Distribution Foundation, Jordan, Second Edition, pp. 30-33.	Main Reference(s)
1. Reviewing everything that is modern and published in refereed scientific journals	Recommended books and supporting references (scientific journals, reports...)
1- Methods and Methods of Scientific Research (2015) Mohamed Abdel Aal et al. 2- Scientific Research Methods (2019) Muhammad Sarhan Ali Al-Mahmoudi 3- Scientific Research Methodology (2016) Kamal Dashli	References, Websites

